

Prior Pursglove College

Sixth form college

Inspection dates		3–6 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Inadequate-4
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- teachers have high expectations of students and teaching, learning and assessment are now good
- a high proportion of students gain their qualifications and many more now make good progress on their courses
- the monitoring and assessment of students' progress and planning for their further improvement is particularly effective in raising achievement
- students' work is often good or better and they develop good skills for study, life and work
- students' progression to higher education is particularly good
- good support for students both within and outside of lessons enable them to make progress and achieve
- governors and leaders have ensured that the college's courses meet the needs of students and respond well to addressing local priorities, including the need to reduce the number of young people not in education, employment or training, and skills shortages
- governors, leaders and managers have taken decisive and successful action to bring about improvements in the quality of teaching, learning and assessment and students' outcomes.

This is not yet an outstanding provider because:

- not enough teaching and learning is, as yet, outstanding
- not all teachers comprehensively plan their lessons sufficiently well to challenge the most able students to achieve their full potential
- in a small minority of courses, students' achievement is too low and they make insufficient progress; the proportion who achieve high grades, especially at A level and for GCSE English, requires improvement
- not all teachers sufficiently improve students' English and mathematical skills, as part of their main course of studies

Full report

What does the provider need to do to improve further?

- Maintain the significant improvement in teaching, learning and assessment so that that a higher proportion is outstanding. Ensure that there is sufficient attention directed to helping all teachers to meet the needs of all students in their lessons, especially in providing sufficient challenge for more able learners. Build on the existing best practice, especially in outstanding lessons, as identified by the reliable college scheme for the observation of teaching, learning and assessment.
- Through the promotion and delivery of consistently challenging teaching, learning and assessment, ensure that all students have the best opportunity to achieve and to make the progress expected of them, given their starting points. Improve the proportions of students achieving high grades in examinations, for all subjects and courses.
- Ensure consistent, college-wide, improvement in teaching, learning and assessment for English and mathematics, as part of students' main course of studies. Make full use of the expertise of the many teachers who very successfully improve students' understanding of English and mathematics in the context of their specialist courses, to help improve the skills and confidence of all teachers. Ensure that all teachers fully emphasise to students the importance of English and mathematics in achieving qualifications, employment and places in higher education.

Inspection judgements

Outcomes for learners	Good
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- Most students are aged 16 to 18 and the vast majority are enrolled on level 3 study programmes. Most students study AS and A-level programmes, with a significant minority combining their studies with national vocational awards. The college also has a significant number of students enrolled on level 1 and 2 courses, for foundation learning, preparation for life and work and pathways to further study. A very small number of apprentices study environmental conservation and fencing.
- The declining trend in students' achievements noted at the previous inspection has been very successfully reversed. The successful completion of students overall has improved markedly to just above the high national rate for similar colleges. This impressive improvement is evident for all key groups of course, including AS, A level, and level 3 vocational courses.
- The high level of successful completion is particularly marked for the very large number of AS students. The achievement of A-level students has improved to a lesser extent, but overall, students perform well, as they do for level 3 vocational courses. Apprentices achieve well and in a timely fashion.
- Although representing a minority of provision, a few subject areas have not improved at the same rate as others. For example, success rates require significant improvement in AS English language and literature, German and Spanish, A-level environmental science and French and for the BTEC subsidiary diplomas in applied science and the extended diploma in sport.
- The proportion of students achieving high grades, which was poor at the previous inspection, has significantly improved and is good overall for AS students. It requires further improvement for A levels.
- Students' success in foundation English and mathematics has improved significantly since the previous inspection. The overall functional skills success rate is now high and GCSE high grades in mathematics are well above the national rate. High grades for GCSE English are improving, but are still too low.
- Many more students make good or better progress on their courses than at the time of the previous inspection, with most making at least the progress expected of them, based upon their

prior attainment. Level 3 vocational students often make excellent progress on their courses and AS students overall make good progress. At A level, progress is more variable and pockets of underperformance remain.

- The college has successfully removed any previously significant gaps in the performance of different groups of students.
- Students' work is often good or better and they develop good skills that they can apply to their current and future studies, future employment and wider lives. Many students come to the college with low aspirations and they are supported well to develop their confidence and their skills in working with others. Students often develop good skills in English and mathematics, but not consistently well across all subjects.
- Students' progression to higher education is excellent. Many of them successfully apply to and are accepted at more prestigious universities. Increasing numbers move directly to employment after their level 3 programmes. The college successfully tracks its students when they leave, including to employment, and knows the extent to which they may later become unemployed, to help them further.
- Students have good opportunities to understand the world of work and to develop skills for employment, although this is more extensive on vocational programmes. The college's initiative for the combination of A levels with vocational courses helps many students to better understand business and industry. Work to improve the employability skills of level 1 students is particularly successful. Students' attendance and punctuality are good.

The quality of teaching, learning and assessment

Good

- As part of this inspection, inspectors sampled and graded a proportion of the college's provision in the subject areas of science and mathematics, visual arts, social sciences, English and business.
- Teaching, learning and assessment are good, enabling many students to successfully achieve their qualifications. Teachers and students are enthusiastic and together strive for success. Staff have high expectations of students who respond well and work diligently in lessons and in their own time, to make good progress. Regular assessment of progress and aspirational target-setting through the college's 'Key Assessment Grades' motivates students to achieve high standards.
- Teachers know their students well. They have good information on students' prior attainment and most use this well to plan lessons which meet individual needs. However, in a small minority of lessons, more able students are insufficiently challenged by teachers to make maximum progress. Extension activities are insufficient and teachers' questioning is not sufficiently probing to develop students' deeper thinking and learning.
- In the most effective lessons, students are motivated and involved through a wide variety of interactive tasks which develop their analytic thinking, independent learning and problem-solving skills. Group and paired work, and peer assessment are regular features of these lessons. In a small minority of lessons, students become passive or uninterested when teachers plan insufficiently for their particular needs.
- Students receive good support from college staff, both within and beyond the classroom. Teachers are caring and give freely of their time, which students value. Communications between staff and students are good; students comment on very rapid response to any queries they raise. Any support needs identified through the 'Key Assessment Grade' monitoring are promptly addressed, for example through extra sessions or individual support.
- Teachers' written feedback on assessed work has improved significantly since the previous inspection and is good in most subject areas. Teachers give very detailed comments to students on their marked work and they understand what they need to do to improve their work. In a minority of areas, teachers' comments are insufficiently detailed and helpful and targets set for their improvement are too general.

- Study skills and literacy and numeracy needs of all students are assessed early in their programmes. The process is thorough and appropriate support provided promptly. All students on level 1 and 2 programmes receive a high level of support, built into their programmes. It is arranged individually for students on advanced-level programmes, including specific study skill sessions for those students with low GCSE scores.
- The college’s strategy to ensure that all students who have not achieved high grades in GCSE mathematics or English study these subjects at an appropriate level, is clear and well established. In many subject areas teachers skilfully develop all students’ English and mathematics skills in their lessons, but this is not the case in all subjects.
- Extensive initial advice and guidance ensure students are recruited to the most appropriate course. Transition arrangements and links to schools are very good and vulnerable students settle into the college well and are successful. Specific learning support is arranged promptly.
- Appropriate and effective independent career guidance is provided by a central team and by well-qualified, trained and experienced teachers. Guidance is provided at enrolment to ensure cohesive subject choices and regularly throughout the programme.
- Through highly tailored and relevant tutorials, tutors monitor students’ progress, foster career progression and add cohesion to individual programmes of study. For example, students hoping to progress to competitive universities and courses benefit from strong links to the professions and universities, to relevant work experience and specific guidance with university application.
- Students intending to progress directly to employment work together in vocational tutor groups. They are given appropriate career guidance, interview practice and benefit from strong employer links. Although work experience and volunteering opportunities are extensive the college plans to extend these further, linking them directly to programmes of study to ensure they are meaningful.
- The college is an inclusive and supportive environment and student diversity is valued, reflecting the colleges agreed value of respect for self, others and the community. In business and in visual arts equality and diversity are promoted imaginatively in lessons, but in some areas opportunities to raise students’ awareness and confidence are missed by teachers.

<p>Science and mathematics</p> <p>16-19 study programmes</p> <p>19+ learning programmes</p>	<p>Good</p>
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Teaching, learning and assessment in science and mathematics are good because:

- a high proportion of students successfully complete their courses, often make good progress in their studies and progress well to higher education or to related employment; outcomes for students taking functional skills and GCSE mathematics are also good
- teachers have high expectations of their students; in return they respond well and work hard in lessons, in private study at college and at home; attendance and punctuality are good
- teachers use their good skills well, and in most subjects plan and structure their lessons well, with good quality learning materials, as in one particularly effective biology lesson where students worked well in groups to link the shape of graphs to oxygenation processes in the human body; the way that the teacher provided very short written questions to the groups during discussions helped to shape and develop their work
- teachers have a good awareness of students’ skills and abilities and how they are developing; their careful and regular monitoring of students’ progress allows them to structure their teaching and support to meet individual students’ needs

- support, both informal, and through more formal 'masterclasses' and revision classes is highly valued by the students and works well to help underperforming students to catch up and succeed
- in all the sciences, but especially in biology, subject teachers are attentive to developing students' language skills, also helping them to use specialist vocabulary clearly and succinctly
- teachers often develop students' mathematical skills and confidence well through the one-year GCSE mathematics course and functional skills classes which match students' abilities and prior attainment; they progress over time to GCSE high grades, A* to C.

Teaching, learning and assessment in science and mathematics are not yet outstanding because:

- in physics and chemistry, teachers are not yet sufficiently effective in meeting all of their students' individual needs and there is also insufficient challenge in lessons for more able students
- teachers of mathematics insufficiently build on their effective work to develop students' language skills; students are insufficiently encouraged to talk about their understanding of mathematics, to help develop their oral skills and show the depth of their understanding
- teachers do not consistently set their students sufficiently clear targets for improvement; a valuable feedback form used by teachers as a follow up to key assessments too often provides insufficiently specific comments or targets for improvement.

Visual arts

16-19 study programmes
19+ learning programmes

Good

Teaching, learning and assessment in visual arts are good because:

- the proportion of students successfully completing their courses is high and many students demonstrate high levels of independence and produce work of a professional standard; textiles students produce exquisite embroidered budgerigars and subtle silk sparrow studies, fine art students produce sophisticated Saltburn seascapes and graphics students write and illustrate charismatic children's books
- the skilful staff are practising artists and designers and their substantial industrial experience helps to develop students' employability skills; students regularly display their work in the college's professional gallery space, preparing them well for progression to higher education, often in institutions for which there is high competition for places
- teachers ensure that learning is enhanced by visiting speakers, including graffiti artists, felt makers and illustrators, as well as by innovative educational visits; recent visits to New York, the Versace extravaganza in London and the 'Stitch and Knit' show in Harrogate have helped to develop students' critical and analytical skills
- teachers' use of industry standard specialist studios and vibrant visual assignments enthuse and inspire students; recent live briefs have included fine art students designing a sculpture for the Lidl store in Guiseley, graphics students designing the latest college logo and textile students' garments being worn by models in a prestigious fashion show
- teachers skilfully interweave English and mathematics into courses through creative critiques and exciting assignments which help students to express their ideas and goals eloquently; fine art students produce striking sculptures from carefully scaled up skeletons using the ratio of 1:5 accurately and graphics students study geometric construction of compositions and the rule of thirds

- teachers’ assessment of students’ work and progress is good, and their high expectations, detailed feedback to students and precise target setting ensure that students know just what they need to do to improve their work; students also assess each other’s work regularly and often practise being in the role of the teacher, which helps to develop their confidence and skills
- teachers’ extensive references to other cultures and beliefs develop students’ knowledge of equality and diversity issues; fine art students research the Guerrilla Girls, feminism and female artists, graphics students research the immorality of the fur trade and textiles students study Sri Lankan sculpture and compare Christian and Islamic stained glass.

Teaching, learning and assessment in visual arts are not yet outstanding because:

- teachers do not yet fully ensure that the proportions of students achieving high grade passes and the progress they make are consistently high; in a small minority of lessons they give insufficient attention to meeting the individual needs of all students
- managers’ and teachers’ planning of courses provides insufficient opportunities for students to develop their observational drawing skills, slowing their overall progress and reducing opportunities for high-grade success.

<p>Social sciences</p> <p>16-19 study programmes</p> <p>19+ learning programmes</p>	<p>Good</p>
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Teaching, learning and assessment in social sciences are good because:

- students’ overall successful completion of their courses has risen significantly, success is high on most courses and the majority of students make progress, above or in line with their predicted outcomes
- in lessons, teachers ensure that students make good progress towards challenging targets that develop their analytical thinking and independent research skills; for example, students in a psychology lesson using the internet and intranet used high-order thinking and research skills when preparing presentations for their peers
- teachers know their students well and plan their learning experiences very effectively; for example, in a politics lesson paired groups of students with individually allocated activities confidently led presentations on best practice in answering questions on ethnicity issues in the USA, which resulted in very constructive peer learning
- teachers very effectively use the initial assessments of students’ skills, to ensure that they benefit from the good support in lessons and more widely; those deemed to be ‘at risk’ of not achieving their full potential receive individually tailored help that results in most making good progress
- teachers challenge students well to develop their deeper thinking skills, through effective assessment that requires self-evaluation; in a geography lesson students using feedback from their marked work identified how they could develop their answers further to achieve higher grades
- through questioning in lessons and discussions with students about their written essays and assignments, teachers pay close attention to ensuring that students develop their English and literacy skills; in a geography lesson students effectively used a writing frame to improve their essay construction and in politics they identified and corrected common grammatical errors for this subject
- teachers promote equality and diversity well across all subjects and students demonstrate respectful and balanced views in discussion, as, for example, in economics when studying welfare systems in different countries and in psychology, studying dysfunctional behaviour.

Teaching, learning and assessment in social sciences are not yet outstanding because:

- in the small minority of weaker lessons, teachers pay insufficient attention to meeting the individual needs of all students, resulting in slower progress, and students can remain overly passive for significant periods, with more able students kept waiting and insufficiently challenged to achieve their full potential; in particular, students studying psychology and AS geography do not yet all progress to their expected level of attainment
- in a few lessons, teachers do not ensure that assessment is sufficiently robust to support learning, relying too much on either open-class questioning that does not identify the progress students are making, or directed questioning that fails to press students for more analytical answers.

English

16-19 study programmes
19+ learning programmes
Apprenticeships

Requires improvement

Teaching, learning and assessment in English require improvement because:

- a significant minority of students do not make sufficient progress on their courses, especially for A-level English, or achieve sufficient high grades; for GCSE English, successful completion, with high grades, although improving, remains too low
- teachers do not yet systematically share good and outstanding teaching practice across the subject area to help ensure high quality lessons for all students
- teachers do not ensure that teaching and learning suitably meet the needs of more able students, so that they can analyse and evaluate texts and ideas, for example; as a result, students' progress is sometimes too slow
- in a significant minority of lessons, teachers allow students to be too passive; their learning is hindered and they do not progress quickly enough
- teachers' comments on students' marked work are not always sufficiently referenced to examination board criteria, to best help students understand what they need to do to improve
- teachers provide insufficient opportunities for students to extend their knowledge of English outside of the classroom, through educational visits to cultural venues, such as theatres for example, limiting the growth of interest and aspirations
- teachers make insufficient use of opportunities to explore equality and diversity issues in lessons; excellent opportunities present themselves to develop and reinforce students' understanding, but they are too often unexploited by teachers
- students' views on their learning experience in English are not gathered and analysed, to help contribute to the improvement of learning.

In English the provider has the following strengths:

- in functional skills for English, teachers carefully plan and deliver courses to meet the individual needs of students and they often successfully complete their courses; teachers work hard to build students' confidence and employability skills
- teachers' rigorous monitoring of students' progress using regular key assessments is leading to improved progress for learners and written feedback on students' marked work is often detailed and helpful

- teachers are enthusiastic about their subject which in turn engages and enthuses students; they create an environment of good behaviour for learning and students are cooperative, enthusiastic and resilient
- teachers ensure that students achieve a sophisticated understanding of linguistic and literary features so that they develop their essential skills of close textual analysis
- teachers readily make themselves available outside of lessons to support students' learning; they organise enrichment activities such as a creative writing group and a reading partnership with local primary schools
- teachers make good use of information technology to support students' learning, both in lessons and more widely; for example, students use mobile devices to gain access to English texts and the college's learning platform, to self-mark short assignments.

Business	Good
16-19 study programmes	
19+ learning programmes	

Teaching, learning and assessment in business are good because:

- a high proportion of students successfully complete their qualifications and progress to higher education
- students benefit from excellent support from their teachers which they value highly; they receive excellent individual support and additional classes that help them learn and achieve better
- teachers develop high levels of student enthusiasm and participation in lessons; for example, in a business studies lesson, students watched a stimulating video which engaged them in a lively debate on the business ethics of a major supermarket's decision to charge suppliers for stocking their products
- teachers use their extensive industrial and professional experiences to enhance students' learning and understanding; a law teacher, for example, skilfully explained the potential impact of the new anti-terrorism bill on the right to freedom of speech
- staff provide good information, advice and guidance to students; students' initial interview and assessment are followed by a consultation with a subject specialist to ensure that they have a good understanding of the demands of their chosen course
- students' learning is checked well by teachers through their good use of directed and probing questions during lessons
- teachers' tracking and monitoring of students' progress is very good; students benefit from regular and rigorous summative assessment which is followed by prompt action and support to ensure that they each make good progress
- students are prepared well for the world of work; teachers skilfully develop students' confidence, leadership skills, teamwork and communication skills through effective group work and presentations
- teachers help students develop good numeracy skills in lessons; for example in a vocational business lesson, students analysed data and used percentages to calculate the labour turnover at call centres
- personal and business finance students benefit from the excellent links with the Career academy programme and they develop their skills, knowledge and understanding through paid internships with multi-national companies
- teachers integrate equality and diversity themes particularly well into learning activities; for example, business students analyse gender inequality in senior management roles.

Teaching, learning and assessment in business are not yet outstanding because:

- not all students make sufficient progress on their courses, relative to their prior attainment
- teachers provide insufficient challenge to stretch the more able students in a minority of lessons; a small minority of teachers spend too long revisiting prior learning which slows the rate of progress in lessons
- opportunities for the majority of students to participate in planned work experience are too limited.

The effectiveness of leadership and management**Good**

- Leaders and governors have taken decisive and successful action to improve the quality of provision and outcomes for students, which were both inadequate at the previous inspection, just 15 months ago. Managers have instigated successful changes to college structures and staffing levels to achieve joint strategic priorities; improving the overall effectiveness of the college and addressing a projected budget deficit.
- Managers introduced a good range of additional student support arrangements last academic year, which ensured successful completion for a high proportion of students originally identified as at risk of not achieving. Leaders and managers now set high expectations for the achievement of students and the quality of teaching, learning and assessment, and communicate this well to teachers and students. The majority of students now make good progress towards achieving challenging targets.
- Governance has improved since the previous inspection and is now good. Governors critically reviewed the corporation's composition, structure and approach to governance and introduced many sensible changes. The full corporation now meets more frequently, reviewing detailed reports of the quality of teaching, learning and assessment and student progress and achievement. Governors set demanding targets to secure the college's financial viability and continued improvement and effectively hold the principal and senior managers to account.
- Managers use performance management systems well to bring about improvement. Faculty managers are held to account well for the quality of teaching and outcomes of students. Senior and faculty managers work towards clear personal performance targets that link closely to the college's overall improvement targets.
- Performance management for teachers now considers a good range of evidence, including observations of lessons, student progress records and feedback from students. However, personal performance and development targets in teachers' appraisals often lack challenge or clarity about how performance will be judged. Teachers identified as requiring improvement are helped by managers through a good range of supportive measures. Prompt action through the college's capability procedures follows where insufficient improvement is evident.
- Managers have significantly strengthened self-assessment since the previous inspection. Self-assessment now involves staff and students and considers the views of parents and community partners well. The self-assessment report is self-critical and identifies an appropriate range of actions to improve provision further.
- The college's courses meet the needs of students and employers well. Managers work closely with schools to help establish the qualifications that future students will need and use this information well to plan course provision. In addition to academic routes, the college positively offers vocational study programmes, programmes for adults and a small number of apprenticeships.
- Managers respond well to local need and demand and the skill priority areas identified by the local enterprise partnership. The college works well with neighbouring authorities and partners to design foundation level programmes and progression pathways for young people at risk of not being in education or employment.

- Management of study programmes is good. Clear routes are in place for students following academic, vocational or mixed programmes, preparing students well for their next steps. Managers ensure that students take appropriate qualifications in English and mathematics. They have increased the proportion of students who benefit from appropriate and meaningful work experience and plans to involve all students are well advanced.
- Managers and staff have created a cohesive environment where students respect cultural, social and lifestyle choice differences well. Managers use data well to identify differences in achievement between groups of students and to take appropriate action.
- Safeguarding arrangements for students are good. The central register of staff cleared to work with young people and vulnerable adults is comprehensive and up to date. Managers have introduced a good variety of measures to keep students safe 'on line' and to raise their awareness of the dangers of the internet. They deal effectively with instances of internet bullying. Managers ensure teachers update their knowledge of safeguarding frequently; most recently on how to identify and tackle extremism and radicalisation. The college meets its statutory duties to implement a Prevent strategy, although managers have only recently begun to consider how to better implement safer recruitment policies and procedures and are currently working at improving this aspect.

Record of Main Findings (RMF)

Prior Pursglove College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	2	N/A	2	2	N/A	N/A
Outcomes for learners	2	N/A	N/A	2	N/A	2	2	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	2	N/A	2	2	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	2	N/A	2	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Mathematics and statistics	2
Science	2
Visual arts	2
Social sciences	2
English	3
Business	2
Law and legal services	2

Provider details

Type of provider	Sixth form college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	1983							
Principal/CEO	Mrs Judy Burton							
Date of previous inspection	December 2013							
Website address	www.pursglove.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	41	177	46	93	1037	7	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	25	9	N/A	1	N/A	N/A		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	91							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							

Contextual information

The college is a sixth form college with its sole campus in the town of Guisborough, Redcar and Cleveland, bordering with Middlesbrough and the North York Moors National Park. Students come mainly from local secondary schools, an increasing number of which have sixth forms, and from schools in the wider area, including Middlesbrough. The college also offers courses within its local communities, at a wide range of community venues. The borough experiences relatively high levels of social and economic deprivation. The unemployment rate is higher in Redcar and Cleveland when compared to the North East and the UK. Nearly 10% of young people in Redcar and Cleveland are not in education, employment or training (NEET), which is higher than the regional or national averages. The college has a much higher proportion of black and minority ethnic students, at just over 5%, compared with the borough's percentage of less than 1%.

Information about this inspection

Lead inspector	David Martin HMI
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Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Assistant Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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