

Totton College

Sixth form college

Inspection dates		28 April–1 May 2015
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Requires improvement-3
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This college is inadequate because:

- leaders and managers over a significant period of time have failed to secure improvement in the quality of provision and remove the significant weaknesses in teaching, learning and assessment
- students' achievement rates declined in 2013/14 and are very low
- the progress that A- and AS-level students make in relation to their prior attainment has declined and is poor
- the proportion of apprentices who complete their framework within agreed timescales is very low
- in the majority of lessons and related activities, teaching, learning and assessment are not good enough, and in too many cases are inadequate
- in most lessons, teachers do not challenge students to achieve to their full potential
- teachers do not focus sufficiently on assessing the progress that students make
- the targets that teachers set for students are not sufficiently challenging or detailed to help students to improve.

This college has the following strengths:

- managers have secured excellent partnerships which they use in the best interest of students and the local communities, and currently offer a broad curriculum that meets local needs
- all staff promote an inclusive and welcoming environment, successfully foster a culture of tolerance and provide a safe environment for students
- the progress that level 3 vocational students make in relation to their prior attainment is very good
- teachers support high-needs students particularly well in their progress towards independent living.

Full report

What does the college need to do to improve further?

- Managers must put in place more effective arrangements for assuring the quality of teaching, learning and assessment, so they can better understand those aspects that are in urgent need of improvement.
- Where teaching and learning is less than good, managers must bring about improvements in as short a timescale as possible, so that achievement rates improve rapidly.
- Managers and assessors must set realistic end dates for apprentices that match their abilities and prior achievements; they must develop their partnership working with employers so that the monitoring and tracking of apprentices' progress are further improved.
- All teachers must plan and teach lessons that interest students and take better account of students' prior skills and abilities.
- Teachers need to assess accurately the progress that students make and then plan future learning that will help students to improve their work and fulfil their potential.
- Teachers should set targets that are measurable and demanding; they must monitor students' progress towards achieving these targets rigorously, intervening swiftly where students are not on course to achieve them.
- Senior managers should identify consistently the development needs for all teachers and ensure that the training they provide has sufficient impact so that teaching, learning and assessment are at least good.

Inspection judgements

Outcomes for learners	Inadequate
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- The college currently offers a broad range of classroom-based courses from pre-entry level through to level 3 for both 16- to 18-year-old students and for adults. Around half of all starts are on courses at level 3, one third at level 2 and the remainder below level 2. The areas inspected account for just over one third of all starts. Other key subject areas are health and social care, childcare, business and law, motor vehicle, information technology, sport and essential skills development. Just over 300 apprentices are following programmes predominantly in hairdressing, beauty therapy, business administration and health and social care.
- The proportion of students who successfully completed their qualifications in 2013/14 declined sharply from the previous year and is inadequate. The vast majority of students who begin a qualification complete it, but far too many students fail to pass the assessments or the final examinations. While students studying at level 2 achieved in line with the rates for similar colleges, achievement rates for students at level 3 are low and for students below level 2 are very low.
- A high proportion of apprentices achieve their full qualification, but the proportion who complete within the agreed timescale is inadequate. In health, public services and care, only two from 74 apprentices completed their framework on time in 2013/14. Improved tracking and monitoring of apprentices' progress by tutors during this academic year are increasing the proportion of apprentices who complete their training by their planned end date.
- A-level students make inadequate progress based upon their prior attainment, and for AS-level students this measure requires improvement. In most subjects, this combines with a low proportion of students achieving high grades. However, in a small minority of subjects, progress and high-grade achievement are very good, for example A-level physical education and AS-level graphic design. The progress made by the smaller number of students on vocational courses at level 3 is good, and the proportion of high grades they achieve is very good.

- The proportion of students aged 16 to 18 who achieve GCSE grades A* to C requires improvement in both English and mathematics; among the smaller number of adult students, the proportion achieving these grades in both subjects is high. The levels at which students study functional skills English and mathematics are well matched to their prior attainment. However, the proportion of students who successfully complete functional skills qualifications in these subjects is low, particularly at level 2 where it is inadequate. Students’ attendance rates at functional skills lessons are poor.
- Large gaps exist between the achievement rates of different groups of students. African students and students with declared learning difficulties do less well than their peers. Whilst achievement rates for students on business, motor vehicle and health and social care courses are inadequate, students on sports courses achieve very well.
- The majority of students benefit from a broad range of useful activities to develop the skills that they require to take them to the next stage in their lives. A-level students develop their ability to research and broaden their understanding of their chosen subject by completing the extended project qualification. The majority of vocational students participate in work experience and other work-related activities that prepare them well for future employment. Teachers support students with moderate to severe learning difficulties and/or disabilities extremely well in gaining practical and independent living skills.
- The pathways for students to progress to higher levels and develop and enhance their skills and knowledge are currently good. The majority of students who successfully complete courses at level 2 or below progress to higher-level courses at the college. Around half of students on courses at level 3 progress to higher education, with the majority of the rest progressing straight into employment, an apprenticeship or further education. Managers track the destination of almost every student and the proportion who achieve their qualifications, but do not have a positive destination, is low. Managers carry out a detailed analysis of the destinations data and, as a result, make accurate judgements about the effectiveness of the curriculum offer.

The quality of teaching, learning and assessment	Inadequate
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- The quality of teaching, learning and assessment is inadequate, as reflected in students’ inadequate achievements and the fact that most students do not make the progress of which they are capable.
- When planning lessons, teachers take insufficient account of the detailed student profiles derived from initial assessments; they provide whole-class exercises that do not reflect students’ prior learning, experience or level of ability. Most lessons lack challenge because teachers use only a limited range of learning activities. As a result, students of all abilities fail to fulfil their potential.
- In the substantial number of weaker lessons, teaching is uninspiring and does not enable students’ involvement. Teachers do not sufficiently encourage students to think for themselves or work on their own. Teachers’ questioning is not effective in determining students’ knowledge and understanding of concepts.
- In the better lessons, teachers capture students’ interest with stimulating starter activities to both recap prior learning and prepare students for the current lesson. The pace of these lessons is good and students participate in a range of activities using well-designed resources that help them to learn. For example, in a sports lesson, students had to carry out a word-search exercise and then those who completed this quickly were required to provide definitions of the terms they had found.
- Teachers’ use of the virtual learning environment (VLE) to promote independent learning requires improvement. In a small number of subjects, such as in functional skills, VLE resources lack currency or are extremely limited. A minority of students do not use the VLE at all because they are unaware of it. However, in health and social care, students benefit from using the VLE to research and complete the assessments for a whole unit on their own.

- A minority of teachers use technology effectively to help students with their learning. For example, students used laptops to research artists as part of an art and design assignment, and functional skills mathematics students used their phones to calculate the distances from their homes to college for an exercise on mean and range.
- Teachers support individual students well in class when they struggle with their work, and make themselves available out of lessons. A learning mentor provides comprehensive individual and group support as required. Learning support assistants are well briefed prior to lessons and knowledgeable about the subject matter; they skilfully guide students to complete tasks in classes. Coaching designed to help students make progress in their subjects has limited impact, particularly if conducted by a tutor from a different subject.
- Target setting is inadequate. Most teachers set targets for students, but far too many of these targets are generic and vague. They tell the student that they need to improve, but give no guidance on how they should do this. Although teachers review targets regularly, this is often of limited value because they have no measure of whether or not the student has been successful. The majority of students know their predicted and current working grades, but are not clear about how they can improve these.
- Assessment practice requires improvement. Teachers of examination-based courses place insufficient emphasis on homework to monitor progress and develop students' skills. Homework is not set frequently enough, and is too often either unrecorded or not marked. On vocational courses, teachers generally plan assessments well to ensure that students meet the relevant performance criteria; teachers mark these assignments promptly and provide students with comprehensive and constructive feedback to help them improve.
- Staff work closely with schools to advise and inform pupils of opportunities at the college. Teachers guide students well in their choice of course, and good induction arrangements exist to ensure that students understand the demands of a particular course. Teachers support students well in preparing for their next step when they leave college.
- The development of students' English and mathematics requires improvement. In functional skills mathematics teachers do not take into account the range of prior knowledge and levels of ability of students. Students on vocational courses, however, do benefit from developing their mathematical skills. For example, in a travel and tourism lesson, students had to calculate and explain the reasons for variations in the profit margins of an airline.
- Attendance and punctuality at functional skills lessons in English are inadequate, and those students who do attend do not always participate in the learning activities. In classes involving a range of ability levels, all students fail to make sufficient progress. In vocational lessons, however, teachers place a strong emphasis on the use of correct terminology, as well as on accurate spelling and grammar in written work.
- The promotion of equality and diversity in lessons requires improvement. Teachers made good reference to mental health week, but they do not always challenge inappropriate stereotyping by students. The majority of teachers have insufficient focus on developing the skills, knowledge and learning that individual students in their classes require.

Science

16-19 study programmes
19+ learning programmes

Inadequate

Teaching, learning and assessment in science are inadequate because:

- most students on AS- and A-level courses do not make the progress expected of them based on their prior attainment; the proportion of AS-level students achieving their qualifications fell in 2013/14 and is very low

- teachers do not consider sufficiently well what the students can or cannot do and, as a result, too many students waste time doing questions they know how to do rather than mastering the topics that they struggle with
- teachers frequently ask students to complete activities with insufficient guidance; this impedes students' progress and results in students having periods of unproductive time and being unsure of what to do next
- teachers' questioning techniques to check and develop learning are poor; teachers do not examine students' incorrect answers to extend learning and they do not target questions at individuals, so the same students respond to every question
- teachers do not provide students on vocational courses with enough work-related activities, such as work placements or visits from guest speakers to develop employability skills, or help with career choices
- teachers do not make effective use of a recently developed system for recording students' assessments and monitoring students' progress against their target grades; for example, they do not use it to help students to understand what they need to do to improve
- teachers make insufficient use of VLE resources to support and develop learning; the quality of resources varies greatly between subjects and students rarely use them
- teachers do not work as a team to develop and share good practice; the weaknesses identified in this inspection have been present over a significant period of time.

In science, the college has the following strengths:

- the proportion of adult students on GCSE courses achieving grades A* to C is high
- teachers develop English skills in lessons well; they highlight the use of correct terminology and the spelling of technical terms such as nuclear and alleles
- teachers provide students on AS- and A-level courses with good opportunities to extend their understanding of science by working alongside academics and employers through the science baccalaureate; for example, students attend chemistry and physics lectures at the local university or visit the medical school to gain a better understanding of career progression routes.

Mathematics and statistics

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in mathematics and statistics require improvement because:

- A- and AS-level students make insufficient progress relative to their prior attainment
- teachers do not include enough challenging activities when planning their lessons with the result that students all usually work on the same questions, and the more able make very limited progress; for example, in one lesson a student who had just successfully completed a complex second-order differential equation was then required, as part of a whole class exercise, to complete a much easier one
- teachers rarely check students' understanding when teaching the whole class and, as a result, students frequently waste time waiting for individual help from the teacher during the follow-up exercises
- teachers do not manage revision classes well and too often students are allowed to select their own activity without input from the teacher; this results in students practising concepts they already understand rather than focusing on what they need to improve

- teachers do not use the detailed data they keep on how well students are doing in relation to their target grades to teach lessons that allow all students to fulfil their potential
- progression coaches who are allocated from other subject areas within the college do not support students well enough; many of them lack the specialist subject knowledge to support students' higher education applications or to help students with career choices.

In mathematics and statistics, the college has the following strengths:

- the proportion of adult students achieving grades A* to C on the GCSE mathematics course has improved over each of the last three years and is high
- teachers set homework frequently, mark it thoroughly and return it promptly with a grade that informs the students how they are performing against their predicted grade, and comments in detail on what they can do to improve
- students make good use of a wide range of learning resources to support their work; these include workbooks, additional booster classes and a well-populated VLE which includes videos made by the mathematics staff covering all topics
- students benefit from a good range of mathematics-related enrichment opportunities which includes an enhancement programme for mathematics at a local university, entry to national mathematics competitions and an engineering placement scheme; for example, one group of students worked in partnership with an electronics company to design an infrared temperature sensor for Ebola screening.

Performing arts and media

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in performing arts and media require improvement because:

- too few students in performing arts successfully complete their qualifications; while the proportion achieving their main qualification is slightly higher than other similar colleges in media and communication, it is well below the rates of similar colleges in performing arts; a minority of students make insufficient progress based upon their prior attainment
- the targets that teachers set for students are not always specific enough and lack sufficient focus on what students need to achieve, why they need to achieve it and how they can achieve it; a small minority of targets are vague and lack detail or personalisation
- in the majority of lessons, teachers do not have high enough expectations of what their students can achieve and too many of their planned activities lack challenge; as a result, students are not always sufficiently motivated to achieve to their potential
- teachers do not check students' learning sufficiently well; they do not assess students frequently enough or in enough depth to check their understanding, consolidate their knowledge of media or reflect on their performance skills before moving to the next topic
- teachers do not write sufficiently detailed feedback on students' written work; teachers do not always correct errors when they mark students' work, and too few students receive feedback on their use of spelling and grammar.

In performing arts and media, the college has the following strengths:

- students enjoy their studies, in particular they value the fact that teachers treat them as individuals and are approachable; they feel safe and teachers deal with any signs of bullying or discrimination quickly and effectively

- students who successfully complete their qualifications benefit from opportunities to explore various progression routes and employment choices; teachers provide a good range of activities that allows students to make informed decisions, for example a trip to a local university to undertake taster sessions, visits to open events, work experience opportunities and working for external clients
- students benefit from high-quality resources and accommodation; the Hanger Farm Arts Centre allows performing arts students to rehearse and perform in a professional theatre environment, while music students benefit from recently improved equipment and accommodation with industry-standard software
- a minority of teachers use their own vocational experience, expertise and industry links very well to motivate and interest students; they ensure that students benefit from the work-related activities and enrichment opportunities that are of most value to their own particular aspirations.

Psychology and sociology

16-19 study programmes
19+ learning programmes

Inadequate

Teaching, learning and assessment in psychology and sociology are inadequate because:

- too few AS-level students successfully complete their courses; the majority of students make insufficient progress based upon their prior attainment
- teachers do not expect enough of their students and, as a result, the majority of students do not achieve their full potential
- teachers do not plan and deliver lessons that are sufficiently well matched to what their students can and cannot do; this leads to students not being challenged to develop the evaluative and analytical skills that they need
- the quality and quantity of resources available to students on the VLE vary too widely across the subjects; teachers do not ensure that students use these resources to support and extend their learning
- teachers do not routinely set homework or encourage students to undertake private study; this slows the progress students make, hinders the development of their ability to work on their own and limits their opportunities to extend their subject knowledge
- teachers set insufficiently challenging targets for students which focus on what they need to achieve, without reference to how they will achieve it; this limits the progress that students are able to make
- assessment practice is ineffectual; the frequency of assessed work that teachers set and the quality of feedback that they provide vary considerably, with the majority of teachers providing only superficial feedback that does not help students to understand how they can improve
- teachers fail to develop well enough the mathematical skills that social science students require, such as how to collect data and conduct a statistical analysis
- enrichment opportunities for students are limited to a talk by a visiting memory nurse and a minority of A-level students undertake additional subject-related qualifications; AS-level students do not participate in these activities, which curtails the development of their employability skills
- teachers do not develop themes relating to equality and diversity well enough in lessons.

In psychology and sociology, the college has the following strengths:

- nearly all A-level students successfully complete their courses
- a good rapport exists between teachers and students in lessons which creates an environment in which students are polite, respectful and attentive

- students receive good pastoral support provided through progression coaching sessions and targeted support to improve their study skills delivered through academic tutorials and by the college learning mentor
- teachers maximise opportunities in lessons for students to develop their technical vocabulary and understanding of key concepts; teachers actively promote the importance to students of correct spelling of specialist terminology.

English

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in English require improvement because:

- students’ achievement rates on A- and AS-level courses are not high enough and too many of these students make insufficient progress based upon their prior attainment; the proportion of students aged 16 to 18 who achieve high grades in GCSE is only around the relatively low national rate
- not all teachers plan activities that are sufficiently challenging for students; in the weaker lessons teachers plan group activities that take too long and are not well enough matched to what students can and cannot do, so students lose focus
- teachers’ oral assessment of learning is ineffective; teachers too frequently ask non-directed questions so that a few students dominate, and teachers fail to allow students sufficient reflection time before answering the questions themselves
- teachers do not develop students’ abilities to work on their own sufficiently well; they remind students to take notes, but do not always ensure that they do, and they do not maximise opportunities for students to do their own research
- although teachers focus on spelling, a minority do not provide a successful range of strategies to help students to learn and retain difficult words
- teachers’ do not use information and learning technologies well to enhance learning, and students are rightly frustrated by persistent problems with access to the VLE
- the quality of teachers’ target setting is not always good; although all students know their predicted grades, targets are frequently not detailed enough for them to know how they are going to achieve them.

In English, the college has the following strengths:

- the proportion of adult students who achieve grades A* to C in GCSE English is high
- in better lessons, activities encourage students to think for themselves and respond fluently with well-chosen vocabulary; for example, in an AS-level class, the teacher adeptly challenged students to analyse and explain the language of a Ted Hughes poem
- in GCSE classes, teachers use resources well to improve learning
- GCSE students benefit from additional classes which teachers tailor to support the skills that individuals need to develop
- a newly-appointed manager is having a positive impact on the quality of teaching, learning and assessment; for example, teachers now maintain a good focus on the examination criteria and provide detailed written feedback linked to these criteria so that students know what to do to improve their work next time.

The effectiveness of leadership and management

Inadequate

- Over a considerable period, leaders, governors and managers have failed to improve the quality of provision and students' outcomes. Successive inspections have shown that managers make too little improvement; in the inspection of 2011, the overall effectiveness of the college was inadequate and it required improvement in both 2013 and in 2014.
- Since the previous inspection, both the quality of teaching, learning and assessment and outcomes for students have declined and are now inadequate. Leaders and senior managers have attempted to deal with the significant number of areas for improvement still existing, but with little success.
- At the same time, governors and senior managers have failed to reverse the decline in the college's financial position, which has become increasingly unstable. The Education Funding Agency (EFA) placed the college under financial notice to improve in the spring of 2014. Senior leaders' recovery plan was unsuccessful and the college has been overtaken by a worsening financial situation and an increasing deficit.
- Governors are committed to finding the best solution to the college's problems on behalf of the college's stakeholders, including its many local communities but have not been successful in raising the quality of provision or student outcomes. Their focus on the worsening financial position of the college led to inadequate oversight of students' outcomes and the quality of teaching, learning and assessment. For example, governors queried the college's inflated lesson observation grades, but they have not held senior managers to account for the weakness of the process, nor taken decisive action to ensure improvement.
- A reduced management team has worked successfully to maintain staff morale during a period of uncertainty for the college. Communications between staff and senior managers have improved, and are good.
- Quality improvement arrangements are inadequate as they have not brought about improvements in the quality of provision over a significant period. Though self-assessment and improvement planning now receive more attention in subject areas, the improvement plans are insufficiently clear and lack a focus on strategies to rapidly improve the quality of teaching, learning and assessment and students' outcomes. Self-assessments too often identify normal practice as strengths, and action plans pay too little attention to improving the skills of teachers to help improve the craft of teaching.
- As at the previous inspection, senior managers manage and quality assure the work of the small number of subcontractors very well.
- Lesson observation arrangements do not provide managers or teachers with a reliable picture of the current quality of teaching, learning and assessment. The teaching, learning and assessment observed by inspectors were of a lower quality than college managers reported from their own observations in the Autumn term. In particular, observers do not focus enough on how well teachers assess learning. The 'Teaching Academy' is a positive initiative to help improve the practice and skills of teachers, but it is too early to judge its impact.
- Staff appraisal, though now linked to the arrangements for staff development and training, is ineffective. The majority of teachers do not receive the training that they require to improve because managers frequently over-grade observations, and fail to identify key aspects of teachers' practice that require improvement. Over the past three years, leaders have usefully allied the performance management of staff to schemes for voluntary redundancy, to meet financial priorities.
- Managers have secured strong partnerships across a wide range of activity, and currently meet local needs by offering a broad curriculum more typical of a small further education college, than a sixth form college. Local communities value the work of the college, and partners include local authorities, local enterprise partnerships, employers and voluntary and charitable organisations.
- Managers ensure that study programmes for students aged 16 to 19 include appropriate strategies for continuing with students' learning of English and mathematics, and provision of

work experience or employment-related training. However, they have not focused sufficiently on enabling students to achieve the core qualifications within their study programmes.

- Managers promote and celebrate the diversity of the college community well. The college provides an inclusive environment, reflected in the range of its student communities, including younger and adult students, academic and vocational students, and high-needs students. The latter are very successfully integrated into the wider life of the college. Managers have not ensured equality of opportunity for all students by eradicating achievement gaps between different groups of students. They have included actions to tackle this problem in development plans, but have been too slow to implement these actions and, as a result there has been no positive impact to date.
- Arrangements to safeguard students are good. As at the previous inspection, safeguarding is well managed. Staff training is good and clear safeguarding procedures are followed when recruiting staff. Managers ensure that staff pay good attention to identifying and dealing with any aspects of radicalisation that may occur. In this respect, and more widely, managers have strong links with the police and care agencies.

Record of Main Findings (RMF)

Totton 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	4	-	-	4	-	4	4	-	-
Outcomes for learners	4	-	-	4	-	4	4	-	-
The quality of teaching, learning and assessment	4	-	-	4	-	4	4	-	-
The effectiveness of leadership and management	4	-	-	4	-	4	4	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	4
Mathematics and statistics	3
Performing arts	3
Media and communication	3
Psychology	4
Sociology and social policy	4
English	3

Provider details

Type of provider	Sixth form college							
Age range of learners	14+							
Approximate number of all learners over the previous full contract year	3684							
Principal/CEO	Ms Jo Landles							
Date of previous inspection	January 2014							
Website address	www.totton.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+
	117	371	238	324	607	138	-	8
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	76	166	24	54	-	9		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	8							
Number of community learners	418							
Number of employability learners	195							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ DA Training and Consultancy ■ JLD ■ Open Future Associates ■ The Learning and Training Academy 							

Contextual information

Totton College is a medium-sized sixth form college located in Totton, a small town on the edge of the New Forest, five miles from Southampton. The college provides a range of courses for adults returning to education as well as for students aged 16 to 18 on study programmes. Just prior to the inspection, college managers took the decision to cease A-level provision for both new and current students. The proportion of students of minority ethnic heritage, while small, is larger than the proportion in the local community. Students come from Totton, Southampton, Waterside, Romsey, and Salisbury. The economic profile of these areas varies widely. Students start at the college with lower levels of prior attainment than is usual for a sixth form college.

Information about this inspection

Lead inspector

Stewart Jackson HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the interim principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' achievements over the past three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students 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 college. 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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