

Wiltshire College

General further education college

Inspection dates		8–12 June 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
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:

- senior leaders have successfully improved the culture of the college in a short space of time; they have tackled long-standing weaknesses and significantly reduced variations in the quality of teaching and management across the four main sites
- since the previous inspection, senior managers have focused resources well on raising the standard of teaching; the vast majority of subjects are now well taught and students make good progress
- managers ensure that vulnerable students and those in need of additional support are looked after well; the promotion of safeguarding is excellent; managers have successfully introduced provision for students with high levels of need
- outcomes for apprentices have improved since the previous inspection and are now good; apprenticeship training focuses on local priorities for employment and staff work closely with employers to ensure apprentices are well supported to make rapid progress
- as a result of the engaging lessons and good resources, students produce work of a high standard; lecturers closely monitor students' progress in lessons and assess their work well
- students develop good personal skills; they are able to identify how they need to improve, and reflect well during tutorials on the progress they have made in developing these skills.

This is not yet an outstanding provider because:

- The proportion of students completing and achieving their qualifications is not yet high enough, particularly for students aged 16 to 18 at level 3 and for students on courses delivered by the college rather than on a course in one of the college's subcontractors
- a high proportion of the most able students do not achieve the high grades of which they are capable and the proportion of students achieving GCSE grades A* to C in English and mathematics is low
- attendance at lessons is low for a minority of students
- managers have not yet established an appropriate range of courses at each college site.

Full report

What does the provider need to do to improve further?

- Ensure that the improved retention of students in 2014/15 and the good teaching, learning and assessment lead to a higher proportion of students achieving their qualification, particularly those aged 16 to 18.
- Improve the proportion of students who achieve the highest grades of which they are capable by using information about students' prior qualifications more effectively to set students more stretching targets. Ensure students meet these targets by setting work that stretches the most able learners, both in lessons and through the work they complete outside of lessons.
- Raise students' achievement on GCSE English and mathematics courses by ensuring students attend regularly, precisely identifying the skills they need to develop and practise, and ensuring they complete homework.
- Instil in vocational lecturers the importance of setting students clear targets for improving their English and mathematics and monitoring their progress in these subjects. Ensure vocational lecturers have a stronger focus on English and mathematics when reviewing students' progress.
- Improve attendance at lessons for the minority of students by fully implementing the recently introduced strategies for increasing attendance and ensuring all students develop the skills and behaviours, which include attendance, that prepare them fully for employment.
- Provide high quality work-related activities and work experience for all students on study programmes so that they develop the skills they need to prepare them to progress into employment.
- Implement fully the plans to ensure suitable progression routes exist in all subject areas on the four college sites and ensure the college is well placed to respond to future needs of employers and other stakeholders, most notably through the expansion of apprenticeships, provision for school pupils and higher-level professional and technical qualifications.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ■ The college offers courses in all subject areas, with most learners enrolled at centres in Trowbridge, Chippenham, Salisbury and Lackham. Just over half the students are aged 16 to 18 and enrolled on study programmes, with a majority on vocational programmes at level 3. Adults mostly study vocational or foundation programmes at levels 1 and 2. The college enrolls a decreasing number of students on courses provided by subcontractors. A small number of students aged 14 to 16 from local schools study part-time and an increasing number of students with high levels of need study both part-time and full-time at the college. Apprenticeships are offered directly by the college and also through eight subcontractors; apprentices make up approximately 14% of all students. ■ The proportion of students who successfully complete their course has risen steadily over three years and is now comparable to similar colleges. In subcontracted provision a high proportion of students successfully complete their course, however on college-based courses the proportion is just below that of similar colleges. Apprenticeship success rates have improved since 2012/13 and are now high. Managers have identified an improvement in the proportion of students who have stayed until the end of their course in 2014/15 compared to the previous year. ■ The proportion of students aged 16 to 18 on full level 2 and level 3 courses who successfully complete their qualification has improved; a contributory factor to this improvement was the removal of the unsuccessful A-level provision in 2013. However, the proportion of students aged 16 to 18 successfully completing their diplomas and extended diplomas at level 3 remains slightly below that of similar colleges. 	

- In 2013/14 the proportion of adults staying until the end of their course improved and a high proportion at level 2 now successfully complete their qualification. For the small number of adults on level 3 courses, success rates have fallen slightly over three years and are lower than similar colleges.
- Students' attendance at lessons has not improved in 2014/15 and remains low. It is particularly low in English, mathematics, languages and hair and beauty, but high in child development, travel and tourism, arts, media and publishing and preparation for life and work.
- Variations in students' achievement of qualifications across the different sites have decreased due to improvements at Salisbury and Chippenham, and the college has no significant differences in the outcomes for the small number of students from minority ethnic groups. Vulnerable students, such as those who are leaving care and students with high levels of need, have high success rates. A high proportion of vulnerable students have remained on their course during 2014/15 as a result of the good support provided, and a high proportion of community learning students successfully complete their courses. Students aged 16 to 18 with learning difficulties and disabilities are as successful as other students of the same age but students aged 19 and over with learning difficulties and disabilities are less successful than other students. Managers have recognised the need to improve success rates for the small minority of part-time students aged 14 to 16.
- Apprenticeship success rates have improved and are now high, particularly for apprentices aged 19 and over. In 2014/15, of the apprentices who have already achieved their apprenticeship, a higher proportion than in previous years have completed within the expected time. Apprentices studying with subcontractors are less successful than those on apprenticeships delivered by the college.
- Functional skills success rates in English and mathematics have improved, particularly at level 2, and are now comparable to similar colleges. However, the proportion of students achieving GCSE grades A* to C in these subjects is low, particularly in English.
- At level 3, students do not make the progress expected when taking into account their qualifications on entry. In agriculture, students gain higher grades than expected but, in most subjects, including public services, sport, music and performing arts, they do not. At all levels, too few lecturers set students targets that identify the precise skills they need to develop and demonstrate through their work. While many students produce work of a high standard, particularly in agriculture, too many students, particularly the most able, are not challenged to produce work of the highest quality.
- Students develop good personal and social skills. They identify the skills they want to improve well and, through their tutorials, reflect on their progress in developing these skills. Staff in many curriculum areas develop students' employability skills well through some exciting and challenging projects. However, too many students do not have enough opportunities to practise their employability skills through high quality work experience or work-related activities.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment have improved since the previous inspection and are now good as a result of the relentless focus by managers and staff on tackling the areas for improvement identified at the previous inspection and in the college's improvement plan. The eight subject areas inspected for the quality of their teaching, learning and assessment cover the majority of the college's provision. Of these, five had been inspected at the previous inspection and four of these have improved.
- Most students enthusiastically participate in learning and make rapid progress in improving their vocational skills. Their confidence also rapidly improves and this enables them to tackle increasingly complex tasks, which are often above the minimum levels required for the qualification. Students develop their ability to reflect on and evaluate their own performance; for example, students on level 3 public services programmes deliver high quality presentations which are followed by detailed, insightful, self and peer evaluation.

- Students and apprentices benefit from well-equipped workshops in which they develop good, industry-standard skills. For example, students use high standards of agricultural machinery to work on complex tasks, such as assembling agricultural implements for a local dealership, and develop leadership skills by acting as team leaders. Health and safety standards are rigorously applied in workshop environments.
- Lecturers carefully monitor the progress students and apprentices make during most lessons. In these lessons, lecturers use direct questions well to check knowledge and understanding and use probing follow-up questions to extend learning where appropriate. Lecturers and trainers are highly qualified and the large majority plan and deliver lessons well to meet individual and group learning needs.
- Students and apprentices enjoy attending a college in which they feel safe and which successfully adapts its provision and services for learners in need of support or specific adjustments. They benefit from good pastoral support provided by a well-coordinated network of support staff including tutors, learning mentors and careers staff. Additional learning support for students with high levels of need, and for the majority of those with moderate learning disabilities, is very good.
- The majority of students and apprentices develop good independent learning skills through having access to useful electronic study materials. Although lecturers continue to develop the on-line resources, a minority of students and apprentices do not yet have access to relevant learning resources and do not receive the encouragement they need to complete work outside lessons.
- Staff carry out a thorough initial assessment which accurately identifies students' skills and knowledge, including any additional learning needs, when learners start their course. Lecturers and trainers develop learning targets with appropriate involvement from the students and apprentices, but a minority of targets for the most able students lack the detail needed to challenge them to achieve higher grades. Most lecturers set targets which give students clear guidance on what they need to achieve, but a minority of students at level 3 work towards targets that do not stretch them and do not require them to produce work of a high enough standard.
- The assessment of students' and apprentices' written work is good. Lecturers and trainers use an appropriate range of assessment strategies well and most mark work carefully. Their verbal and written feedback provides clear guidance on areas for improvement. In a small minority of cases the feedback provided is not detailed enough to be helpful, and grammar and spelling errors are not corrected appropriately.
- Lecturers in vocational curriculum areas are more skilled at promoting the good use of English and mathematics in their subject than at the time of the previous inspection; lecturers in agriculture and art are raising their students' competence in English and mathematics particularly well. Across the college, many students now use specialist glossaries well to raise their knowledge of subject-specific language. Most lecturers now understand their responsibilities to improve students' English and mathematics and are hastening improvements through their collaborative planning with specialist English and mathematics lecturers.
- Most students receive good information, advice and guidance when deciding which course of study best meets their aspirations. Ongoing high quality advice is available through the 'student life' team which works closely with lecturers and trainers to identify students in need of advice. Towards the end of courses, students receive good information, advice and guidance on their next steps including good support for those entering higher education.
- Regular group tutorials include themes that broaden students' awareness of local and national issues of importance. For example, their awareness of the democratic process and the importance of voting were raised through a mock election that included a high proportion of students in debates; students then applied their debating skills during the election of their own student union executive. Tutorials regularly include topics concerning equality and diversity; as a result students' understanding of these improves. Staff take their responsibilities to promote respect and tolerance seriously and organise effective enrichment activities, such as a 'Respect'

campaign. However, lecturers and trainers are not sufficiently skilful in raising students' awareness of equality and diversity in lessons.

Early years and playwork

16-19 study programmes Apprenticeships

Requires improvement

Teaching, learning and assessment in early years and playwork require improvement because:

- the proportion of students who successfully completed their qualification in 2013/14, and who have remained on their course in 2014/15, is low
- a small minority of lecturers and trainers do not use their skills and industry experience well enough to plan or teach lessons and assessments that enthuse, engage and prepare students for employment
- managers and trainers do not routinely ensure that adequate resources, such as textbooks and computers, are available for apprentices; a minority of apprentices do not meet their targets and deadlines because they do not have sufficient access to the technology required for the computerised support materials
- lecturers and trainers do not routinely give students the feedback on their marked work that would help them improve the standard of their work; as a result, students do not always produce work at the standard of which they are capable
- staff do not always provide sufficient advice and guidance to all students and apprentices, before they start their course, to ensure that they have a clear understanding about the courses available; too many students fail to achieve their qualifications and a small number of apprentices do not choose the most appropriate course
- a small minority of lecturers and trainers do not teach students enough about equality and diversity; students do not always understand in sufficient detail the diverse range of cultures and other defined groups that employees within the children's workforce will encounter.

In early years and playwork the college has the following strengths:

- the college has made very recent changes to the management of the childcare courses which have improved the teaching and are beginning to have a positive effect on retention, punctuality, attendance and student satisfaction
- a majority of teachers and assessors use their knowledge of each learner well to plan suitable activities that help them to make progress; they check students' knowledge and understanding frequently and stretch and challenge more able learners in lessons
- students develop their English well; they prepare informative, well-written wall displays, produce written observations of children's development that are of a high standard and practise reading aloud in class in preparation for reading to children
- students apply their mathematics well by, for example, calculating ratios of staff to babies and predicting earnings for self-employment
- students benefit from a good selection of work experience placements including schools, day nurseries and private homes; as a result, they develop good, transferrable employability skills and develop the confidence to communicate with professionals from a range of agencies, parents, carers and children
- lecturers promote the use of learning technology very effectively on college-based courses to support learning and to prepare students for higher level study; the virtual learning environment contains useful materials and a good range of electronic text books to support students in their independent study

- students and apprentices are respectful, have good relationships with staff and other students and behave well.

Agriculture and animal care

16-19 study programmes Apprenticeships

Good

Teaching, learning and assessment in agriculture and animal care are good because:

- the large majority of students and apprentices make good progress and gain their qualifications; they enjoy learning, acquire a good level of knowledge and practical skills and their standards of work are high
- lecturers and workplace trainers use routine animal husbandry duties, work experience and well-devised projects with local employers to improve students' confidence and readiness for employment; for example, students rear livestock and then follow the animals through the slaughtering, butchering and retail processes to fully appreciate the relationship between farming and the product available to consumers
- lecturers' well-established links with employers enable frequent visits to different businesses that help students produce good quality, insightful assignment work; for example, following a visit to a wildlife park, students made realistic recommendations on animal enclosures and enrichment activities for animals
- lecturers use a range of interesting tasks and activities to motivate and inspire students, with a high emphasis on working safely; for example, students recognise health indicators in livestock accurately, handle sheep confidently and avoid injury by shearing them with precision
- lecturers' feedback on most students' assessments and practical work is good and students receive clear information on what they need to do to improve; students develop good study skills, including the confident use of academic writing and referencing
- lecturers monitor students' progress accurately; students understand what they have achieved and what work needs to be completed in order to complete their course at a high level; apprentices make good progress towards completing their apprenticeships on time
- good advice and guidance help most students to progress to higher qualifications and employment; students carefully prepare for their next steps using professional review activities and targets which are personal and appropriate to each of them
- lecturers develop students' mathematics well; for example, students routinely calculate animal feed quantities, as well as evaluating time and motion in order to assemble machinery within recommended assembly times
- lecturers develop students' spoken English well and students use scientific and subject-specific vocabulary correctly and confidently.

Teaching, learning and assessment in agriculture and animal care are not yet outstanding because:

- in the few less effective lessons, lecturers do not plan enough activities to check students' understanding sufficiently; as a result, lessons are occasionally too slow causing students to lose focus
- the majority of lecturers do not ensure enough students develop good skills in their written English; lecturers do not routinely correct the errors made by students in their written work, including their use of subject-specific vocabulary
- students in animal care do not get enough feedback on their practical care and handling skills and students on higher level courses do not gain sufficient skills in supervising other students to help prepare for overseeing the work of others in future employment.

Engineering and motor vehicle

Good

Apprenticeships**Teaching, learning and assessment in engineering and motor vehicle apprenticeships are good because:**

- the very large majority of apprentices in motor vehicle and the majority of apprentices in engineering successfully complete their apprenticeship within the expected timescale; they develop good occupational skills which improve their performance at work
- enthusiastic, highly motivated lecturers and trainers have excellent vocational experience which they use to good effect; they ensure that apprentices develop a deep understanding of their subject which prepares them well for progression to higher-level qualifications
- apprentices acquire high-level skills and use them with confidence in their workplace; for example, apprentices in the first year of an electrotechnical apprenticeship confidently interpret and apply wiring regulations in their workplace
- staff at the college use their strong links with employers to ensure their apprentices learn the skills employers need; for example, advanced motor vehicle apprentices study a short qualification in air-conditioning as a result of a request from employers
- most apprentices make rapid progress in off-the-job training as a result of good teaching and regular reviews in which lecturers set clear targets that apprentices work hard to achieve
- apprentices receive excellent support from lecturers, trainers and employers that is coordinated well; they ensure the demands of the employer and the training are balanced well and apprentices develop a wide range of personal skills
- staff assess how apprentices apply their skills in the workplace well and apprentices demonstrate very high levels of skills when completing jobs; as a result of the good teaching and the high expectations of the staff apprentices develop an understanding of their subject that exceeds the minimum requirements of the qualification
- the very large majority of practical resources in plumbing and electrical workshops are of a high standard which prepares apprentices well for future employment in companies that use complex, up-to-date equipment.

Teaching, learning and assessment in engineering and motor vehicle apprenticeships are not yet outstanding because:

- a small number of apprentices do not develop their skills rapidly enough because trainers do not review their progress frequently or give sufficiently clear deadlines for apprentices to complete work; a small number of apprentices do not take sufficient responsibility for checking that they complete work on time
- lecturers and assessors do not sufficiently help apprentices to improve their English; they often fail to identify and correct apprentices' errors in spelling, punctuation and grammar
- lecturers and trainers do not provide apprentices with enough opportunities to improve the skills they need to work with people from a range of backgrounds; for example, trainers accept answers from apprentices that are short and superficial when they ask them about the adjustments people with disabilities may need in the workplace.

Information and communication technology (ICT)**16-19 study programmes
Apprenticeships**

Good

Teaching, learning and assessment in ICT are good because:

- students enjoy their learning and a very large majority are on target to complete their qualifications successfully
- hard-working students support each other well; they develop effective team working by collaborating on tasks such as networking computers in a room, and apprentices develop good customer care skills
- classroom-based students develop good technical and problem-solving skills, for example by overcoming internet protocol conflicts and installing and testing networks; these students quickly develop confidence and competence in programming through activities such as writing games programs within a few days of being introduced to a programming environment
- apprentices make a valuable contribution to their business by taking high levels of responsibility such as managing and migrating servers for large, online companies; most apprentices who complete their apprenticeship gain permanent employment
- students with additional needs are supported well by lecturers and specialist support staff; for example, staff respond well to students with autism who need time to work on their own by providing space for them to do this
- lecturers enliven lessons by expertly sharing their commercial and technical experience and through providing challenging IT problems for students to solve; in 2014/15, students have been given inspirational projects using innovative technologies such as creating virtual reality models of sites, creating a driving simulator, assisting the Ministry of Defence in creating a virtual battle environment used to train soldiers, programming commercial robots and working with drones
- students develop their skills well in lessons and through independent study as a result of lecturers providing good individual coaching support within lessons and a wide range of electronic resources that students can access outside of lessons
- students know the progress that they have made, what work they still need to complete and the standard they need to achieve in order to realise their ambitions
- lecturers place a strong focus on the correct use and spelling of technical terms; basic English and mathematics are taught imaginatively through completing tasks such as writing programs to test spelling and arithmetic.
- the quality of teaching at the Salisbury site has improved during 2014/15 as a result of managers taking effective action to train and recruit lecturers.

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

- over the last two years, too few students have completed their courses successfully
- too few students on classroom-based courses have opportunities to develop employability skills through work-related learning; few students on these courses have a work experience placement and the contribution employers make to ensuring the courses prepare students for employment is underdeveloped
- in a very small minority of lessons, students do not demonstrate appropriate professional standards in their behaviour; in such lessons, a small number of students do not maintain the necessary focus to complete tasks efficiently.

Hospitality and catering**16-19 study programmes
Apprenticeships**

Good

Teaching, learning and assessment in hospitality and catering are good because:

- most students achieve their qualifications and enjoy their lessons; they develop good practical skills by creating a wide range of complex dishes and working well under pressure
- most students progress to higher level courses and related employment; most students completing their level 2 courses quickly gain employment and apprentices gain promotion at work
- staff and local employers provide students with high quality work experience placements; a high proportion of level 1 students have part-time employment, often with employers who provided them with work experience
- lecturers use their skills and experience to plan and deliver good practical sessions; lecturers give effective demonstrations, provide additional tips to improve dishes, introduce students to more unusual ingredients, and encourage students to choose creative ways of presenting dishes
- specialist support workers provide students with good additional learning support in theory lessons and in the kitchens; a kitchen has been adapted well to ensure wheelchair users can take part fully in lessons
- lecturers use a good range of interesting activities in theory lessons, for example quizzes and team competitions, to energise students and test their subject knowledge; students use the resources and web links provided by the staff well to carry out research into the different types of employment in the hospitality industry
- students use a good variety of modern equipment which reflects industry standards; this extends their understanding of new techniques and processes; for example, they learn how to use a vacuum sealer to improve the quality of dishes
- tutors and students agree stretching targets from which students create achievable action plans; lecturers successfully exhort students to challenge themselves to achieve high standards; for example, they set themselves high targets for achievement in tests and mostly achieve these
- lecturers provide useful feedback to students who use it well to extend their knowledge; apprentices clearly understand what they are expected to achieve and how long they have to do this.

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

- a minority of students do not take sufficient responsibility for the professional standards expected in both theory and practical lessons; lecturers do not always enforce simple ground rules and allow these students to interrupt and talk over each other
- a minority of students do not develop their mathematics sufficiently since they struggle to do mental arithmetic and answer questions about their calculations; the quality of some teaching, particularly in English, has slowed students' progress; students' attendance at English and mathematics lessons is low.

Visual arts

Good

16-19 study programmes**Teaching, learning and assessment in visual arts are good because:**

- the very large majority of students successfully achieve their qualifications; students make good progress and many move on to appropriate higher-level studies
- the majority of students produce work of a high standard; students use sketchbooks very well by documenting their development of ideas from conception to final pieces through images, careful annotation and research
- lecturers motivate students and manage practical lessons well; students learn a wide range of technical skills and processes which enables them to experiment and produce interesting and original art work
- lecturers encourage students well to develop creative approaches to interpreting stimuli for their work; students work well outside lessons to improve their work and individual coaching and effective questioning by lecturers enable students to recall information they previously learned before applying it well to their current work
- students critique each other's practical work well; by offering each other constructive feedback, they develop their confidence and speaking skills; they listen carefully to comments on their own work and respect each other's views
- managers devise community projects through working with a wide range of partners; this allows students to work on interesting and diverse projects for external clients and to practise the skills required in the creative industries, such as working to strict deadlines and understanding the needs of many different groups of people
- students take a high level of responsibility for managing their time in order to submit work on time and, mostly, to a high standard; they each have a well-planned schedule of assignments and most have challenging targets
- advice and guidance are good; lecturers set well-chosen projects at the beginning of the course to identify students' strengths and artistic preferences, and then skilfully guide students on to pathways which suit them; students receive insightful advice about their options for progression into further studies
- students feel very safe and supported; this gives them the confidence to draw inspiration from often very personal and emotional experiences and use them effectively to develop thoughtful pieces of work.

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

- a small proportion of students on the level 3 courses do not produce work of a high enough standard or achieve high enough grades
- not all students have access to computer technologies on the Trowbridge site; this reduces their ability to develop their ICT skills fully and to have access to industry-standard print facilities
- not enough lecturers have the skills to integrate relevant English and mathematics activities into lessons and practical work; however, a minority of lecturers skilfully incorporate English and mathematics within sessions
- the college does not provide a sufficiently wide range of courses, particularly at level 2, for all students to learn skills at appropriate levels or follow their creative interests.

Foundation English**16-19 study programmes**
19+ learning programmes

Requires improvement

Teaching, learning and assessment in foundation English require improvement because:

- a small proportion of students on study programmes achieve high grades at GCSE; the proportion of successful level 1 and level 2 functional skills students on study programmes has improved consistently over the last three years but requires further improvement
- students' attendance at functional skills and GCSE lessons is too low which means many students do not make sufficient progress in their English
- lecturers do not set sufficiently specific, measurable or time-referenced targets to support effective and regular monitoring of students' progress or help students know which skills they need to develop in order to achieve their qualification
- the majority of English lecturers do not systematically record and track the skills students develop in lessons; consequently, neither tutors nor managers can readily monitor the progress students make in order to intervene quickly to support underachieving students
- students do not learn how to study on their own because lecturers undervalue homework and do not always expect students to complete it to a high standard
- lecturers have not created enough stimulating and relevant learning resources within the virtual learning environment to help students to study outside of lessons; consequently, students do not routinely develop their English outside lessons

In foundation English the college has the following strengths:

- the vast majority of students on entry level and level 1 courses are currently making good progress in developing reading, writing, speaking and listening skills
- recent changes in the leadership and management of English have been effective in improving the quality of teaching, learning and assessment and raising the expectations of students; this has led to students having positive attitudes towards their studies and a growth in their self-confidence
- in the majority of lessons, lecturers use initial assessment well to devise individual learning programmes and facilitate good learning support which enables students to make good progress
- the majority of lecturers support the development of students' mathematics well in English lessons; for example, in entry level and level 1 English lessons, lecturers use numerical rhymes to develop spoken communications and number ladders to celebrate the successful recognition of homophones (words that sound like others but are spelt differently)
- lecturers make sure that students have a good understanding of the importance of English early in their course, which motivates the great majority of students; lecturers also give good advice to students towards the end of their course that helps them progress to higher level study or employment.

Administration and business management

16-19 study programmes Apprenticeships

Good

Teaching, learning and assessment in administration and business management are good because:

- leaders and managers have taken effective action to deal with previous underachievement; the successful drive to improve the quality of teaching, learning and assessment has accelerated students' progress so that the very large majority make good progress and are on target to complete their qualifications successfully
- students develop good work-related, personal and social skills; nearly all students continue their studies in further or higher education and an increasing proportion progress into apprenticeships
- administration students develop high levels of skills in using a range of information technology and paper-based data storage systems; management students develop good management behaviours, such as working collaboratively with others and supervising teams effectively
- students and apprentices gain competent mathematical skills in calculating the correct value of goods, weights, sizes and delivery schedules; they use mathematical concepts well in numerical exercises and at work; students demonstrate high-level skills of analysis and evaluation through their writing
- lecturers' and trainers' feedback provides clear guidance on the steps students need to take to improve the standard of their work; apprentices demonstrate the knowledge and competence required to complete their qualifications successfully through a wide range of assessment methods, such as testimonies and assessor observations
- technology is used well to develop students' communication skills; for example, trainers make audio recordings of discussions they have with apprentices in which apprentices analyse and evaluate their skills well
- information, advice and guidance are good; they ensure students are on the right course and clearly explain the expectations and requirements of the qualification
- lecturers promote equality and diversity well; for example, students considered questions of race, gender and social class thoughtfully during presentations on how they would market the products they had designed; apprentices are able to explain how they adjust the services they provide when necessary to provide equality of access for customers' .

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

- lessons and assessments are not taught to a high enough standard by a small minority of lecturers; as a consequence, students are occasionally not able to complete tasks and consolidate their learning, and lecturers and trainers do not always check that the least able students have understood
- occasionally lecturers and trainers do not challenge a small minority of students, especially the most able, to produce their best work; as a result, the work they set is too easy for these students and does not make them think deeply enough.

The effectiveness of leadership and management

Good

- Senior leaders appointed following the previous inspection have worked tirelessly to ensure students' experiences of attending the four college sites are consistently high. Managers have achieved much in a short space of time, rightly focusing on those aspects of teaching, learning and assessment that have the most impact on students' successful completion of their qualifications. After a long period of time in which the reputation of the college suffered, senior managers have instilled a new spirit of pride and ambition for the college to be successful, thereby improving the morale of staff significantly. Managers and staff now work together very effectively as one college, rather than in competition with each other across the four sites, and are extremely positive about the consequent changes to the ethos and cohesion of the college.
- The appointments of directors of curriculum and campus, and cross-college managers for each subject area have been instrumental in effecting a clear strategy for improvement and ensuring greater consistency of practice in all areas of provision at the four sites. A well-planned programme of training has helped to bring staff together from different sites and to share good practice. As a result, communications have improved vastly and are now good. Staff value the way in which managers now listen to their feedback and the knowledge they glean of what is happening at each site.
- As at the previous inspection, governors are able to ask challenging questions and hold senior leaders to account regarding key performance indicators about the college's performance overall. They are confident that the relatively new senior management team, under the leadership of the Acting Principal, is bringing about required improvements to the quality of provision and, ultimately, to students' outcomes.
- Senior leaders have invested wisely in improving teaching and learning and ensuring lecturers recognise fully the characteristics of good classroom practice. This investment, involving a range of strategies and support, has been very well planned and is having a significant impact on improving teaching, particularly for those lecturers who were previously under-performing. Support for lecturers to improve is prompt and empathetic, giving them the confidence to try out new approaches to their teaching while leaving them in no doubt of the urgency to improve their practice. While the focus on improving teaching has been extremely rigorous and very successful, senior leaders now need to adopt a similar approach to raising the standard of assessment practice, particularly target setting, so that students achieve their full potential during their time at college and more leave with the high grades of which they are capable.
- The vast majority of lesson observations carried out enable managers to gain a good oversight of the quality of teaching across the college. Managers deploy learning coaches and external mentors very effectively to implement action plans for those lecturers whose teaching requires improvement. However, not all managers focus on a detailed analysis of the strengths and areas for improvement in teaching, learning and assessment when carrying out formal appraisals of lecturers' performance. Targets agreed with managers following appraisal do not always identify what lecturers need to do to improve further.
- Senior leaders have successfully implemented a number of in-year checks to build on the rigorous and evaluative self-assessment of the provision carried out at the end of 2013/14. Quality and resource reviews and 'intensive care' reports provide managers with a detailed ongoing assessment of the progress of curriculum areas and a greater focus on students, their outcomes and the quality of teaching than was the case previously. Students' views now play a much more influential role in determining areas for improvement at the college.
- The current senior leadership team inherited a situation at the end of 2013/14 where the provision was not meeting the needs of all students in the region. Managers have a detailed knowledge of skills needs and shortages, and the opportunities they present to expand the curriculum. The Acting Principal now represents the college on a number of key regional forums, including the Local Enterprise Partnership (LEP). Employers and other stakeholders report rapidly improving relationships with the college and much more productive partnership working. Senior leaders now have clear plans in place to rectify gaps in provision and to improve

progression routes for 2015/16, including a wider offer of courses at level 2. Senior leaders are aware of the need to increase student numbers in parts of the provision, including apprenticeships and courses for school pupils aged 14 to 16. The implementation of study programmes is variable across the college, although senior leaders have taken recent steps to improve the management of English and mathematics.

- The management of work-based learning is good. Managers monitor the performance of apprentices assiduously so that the majority of students complete their apprenticeship in a timely manner. They have reduced the dependence on those subcontractors where apprentices achieve less successfully.
- The college is inclusive in its approach to students with specific, moderate and severe learning difficulties and/or disabilities. It is recognised as the preferred partner for referrals by a number of special schools and Wiltshire Council. Senior leaders have carried out a lot of work to improve the access and facilities for the increasing numbers of students with high levels of need. However, college managers are not sufficiently conversant with the outcomes of the actions taken to reduce the small number of achievement gaps that exist between different groups of students.
- The management of safeguarding is excellent. Nominated safeguarding staff are very knowledgeable and experienced and have worked together for a long time, resulting in a clear understanding of their roles and responsibilities. Records of safeguarding investigations are comprehensive. Interventions to resolve safeguarding incidents are prompt and consistent, and incorporate very effective multi-agency working where necessary. The focus on preventing child sexual exploitation is particularly strong. The safeguarding team has been very proactive in raising the awareness of both students and staff of different forms of radicalisation and extremism that are appropriate to the college's location amidst a rural community. Checks on the suitability of staff to work with young people and vulnerable adults are rigorous and encompass the families of staff who live on site, contractors, and people in the local community who provide accommodation for students.

Record of Main Findings (RMF)

Wiltshire 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	-	-	2	-	2	2	-	-
Outcomes for learners	3	-	-	3	-	3	2	-	-
The quality of teaching, learning and assessment	2	-	-	2	-	2	2	-	-
The effectiveness of leadership and management	2	-	-	2	-	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	3
Agriculture	2
Animal care and veterinary science	2
Engineering	2
Motor vehicle	2
ICT for practitioners	2
ICT for users	2
Hospitality and catering	2
Visual arts	2
Foundation English	3
Administration	2
Business management	2

Provider details

Type of provider	General further education college							
Age range of learners	16-18							
Approximate number of all learners over the previous full contract year	9254							
Principal/CEO	Ms Amanda Burnside (Acting Principal)							
Date of previous inspection	March 2014							
Website address	www.wiltshire.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+
	426	940	1020	982	1370	364	7	37
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	156	247	229	176	1	4		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	213							
Number of community learners	736							
Number of employability learners	913							
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"> ■ Strive Training LLP ■ Aspire Sporting Academy ■ F1 Computer Services and Training Ltd ■ Fencing and Construction Training ■ Salisbury Arts Theatre Ltd ■ Insight Solutions IT Services Ltd 							

Contextual information

Wiltshire College has four main sites across the county at Chippenham, Trowbridge, Lackham and Salisbury, as well as a number of smaller sites in Devizes, Warminster, Castle Combe and Corsham. The main sites are spread geographically, with over 40 miles between Chippenham and Salisbury. The Lackham site includes an estate of around 224 hectares and a range of land-based enterprises including a farm and an animal centre. The curriculum includes courses in all sector subject areas except history, philosophy, theology and social sciences. The largest vocational subject areas include health and social care, engineering, motor vehicle and hairdressing and beauty therapy. Apprenticeships and workplace learning are offered in 10 sector subject areas, the largest being engineering. In Wiltshire, the proportion of pupils aged 16 achieving five or more GCSEs at grades A* to C is above average; however, more than three quarters of the college's students join the college below this threshold measure. The proportion of students from minority ethnic groups is low and similar to the proportions within the Wiltshire population. A high proportion of people in Wiltshire are employed in professional and technical roles, and a high proportion of those who are not employed are looking for work.

Information about this inspection

Lead inspector

Steven Tucker HMI

Three of Her Majesty's Inspectors (HMI) and nine additional inspectors, assisted by the Vice Principal, curriculum and quality, 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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