

The City of Liverpool College

General further education college



Inspection dates

10–13 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Require improvement
16 to 19 study programmes	Require improvement
Adult learning programmes	Good
Apprenticeships	Require improvement
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a provider that requires improvement

- The college's quality improvement strategy has not led to rapid enough improvement in too many areas of the college's provision.
- Targets to improve the performance of teachers are not specific enough, and too many weaknesses are not tackled quickly.
- Teaching, learning and assessment require improvement on 16–19 study programmes and the apprenticeships programme.
- Too many learners make insufficient progress because their targets lack clarity and ambition.
- Attendance and punctuality remain too low.
- The quality of English and mathematics provision is weak for learners on 16–19 study programmes.
- Too many learners on intermediate-level programmes do not progress on to the next level.
- Aspects of health and safety require improvement; low-level hazards and untidy work areas in construction and engineering workshops are not always dealt with in a timely and efficient way that reflects best practice in industry.

The provider has the following strengths

- Strong partnerships with a wide range of stakeholders enable the college to provide a responsive curriculum with good work experience opportunities and a wide range of employment opportunities for learners.
- Governors provide effective support and challenge to senior leaders that have resulted in improvements in learners' achievement and the college's finances.
- Provision for adults and for learners with high needs is good.
- Learners who need extra help in their learning benefit from very good additional support that enables them to make good progress.
- Younger learners on advanced-level vocational courses achieve well and develop good occupational skills.

Full report

Information about the provider

- The City of Liverpool College is the only further education college in Liverpool. It has six main sites located across the city. The college provides a wide range of post-16 education and training including 16–19 study programmes, vocational courses for adults, apprenticeships and community learning. Approximately 7,700 learners study at the college; of these, 3,600 are full-time learners aged 16 to 19, 3,000 are adult learners, and 1,100 are apprentices. The college works with 13 subcontractors.
- Liverpool is a large city and metropolitan borough with a population of 473,100. Growth economic sectors in the city include the knowledge and innovation economy, the visitor economy, low carbon technologies, and logistics and transport. The unemployment rate in the city is 10.6%, compared with 6.4% across the North West region.

What does the provider need to do to improve further?

- Rapidly increase the proportion of learners and apprentices who make or exceed the expected progress and achieve their qualifications and targets by:
 - ensuring that the college's strategy to improve quality leads to an increase in the pace of improvement and secures high-quality provision in all areas
 - increasing the rigour and accuracy of the evaluation of the quality of teaching, learning and assessment, and taking action quickly to improve practice that is less than good
 - ensuring that teaching and training is challenging and stimulating, and motivates learners and apprentices to achieve well
 - rigorously monitoring apprentices' progress so that trainers can take action quickly to support apprentices who are at risk of not achieving.
- Set specific and challenging targets and actions for teaching staff to improve the quality of their teaching and raise the achievement of their learners and apprentices; monitor closely the performance of teaching staff and take action quickly to improve performance when it is not good enough.
- Increase the proportion of younger learners who gain English and mathematics qualifications by improving the quality of teaching on functional skills and GCSE courses.
- Improve the rate of attendance and punctuality.
- Increase the proportion of learners who progress to a higher level of study by improving the support and guidance that learners receive at the end of their course.
- Ensure that managers and staff promote a culture where the highest standards of health and safety are the expectations throughout the college, replicating the best practice from industry, so that learners and apprentices are kept safe and prepared well for the work environment.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The Principal and governors have positioned the college well to be a key partner in the growth of the local economy and to meet the current and future employment and skills needs in the Liverpool City Region. The college's ambitious strategy seeks to align the curriculum with the priorities of the local enterprise partnership and to raise standards. The college provides a broad curriculum from entry-level to higher-level study that meets the needs of employers and is aligned well with local priorities.
- The college has close working partnerships with the city council, health services, local universities, local and national employers, and community groups. These partnerships enable learners to gain good work experience opportunities and to progress into apprenticeships and employment. College learners participated in managing the 'Liverpool Giants' event in 2014 and ran a temporary restaurant for 7,000 diners in the city's Cunard Building during the 'Three Queens' event in 2015. Subcontractors, including those delivering apprenticeships, are managed well.
- Leaders and managers were successful in increasing the overall proportion of learners who achieved their qualifications in 2014/15 and the majority of learners now achieve well, including younger learners on the large advanced-level vocational programme and adult learners. However, actions to improve outcomes for learners have not always been successful and the pace of improvement has often been too slow. As a result, the success rate remains too low on many programmes. Managers have not tackled successfully the decline in the proportion of younger learners who achieve intermediate-level vocational qualifications and in the proportion who achieve English and mathematics qualifications.
- Although learners benefit from impartial careers guidance that accurately identifies the requirements for their chosen career pathway, a minority do not progress into further learning or into employment when they complete their course. Learners receive good information, advice and guidance before joining the college; as a result, they follow learning programmes that meet their aspirations.
- The college has a clear strategy to improve the quality of provision, and this has led to improvements in many areas of the provision. However, too many weaknesses remain that leaders and managers identified in the college's 2013/14 self-assessment report, including the rate of attendance and the progress that learners make from their starting points.
- Managers' evaluation of the quality of teaching, learning and assessment, and the actions they take to strengthen teachers' practice, do not always result in sufficient improvement. The recently revised process for observing lessons provides teachers with insufficient information about how they can improve. Reports following observations often lack detail and focus insufficiently on students' learning and progress, and their actions for improvement do not always reflect accurately the weaknesses observed.
- The targets that managers set to improve the performance of all teachers through the college's appraisal process lack sufficient detail, and often weaknesses are not tackled quickly enough. Records of performance reviews are often brief, and they do not always evaluate progress against previous improvement actions or identify specific actions to improve performance or share good practice where it exists. As a result, improvements in teachers' practice are often too slow.
- Leaders and managers have developed the professional skills of teaching staff in many areas through a range of relevant professional development. Where the performance of the weakest teachers has not improved quickly enough, leaders and managers have implemented capability procedures rigorously.
- Leaders and managers successfully promote a culture of equality, respect and tolerance across the college and ensure that standards of behaviour are good. Learners have taken the lead in organising a college-wide 'Diversity Day' attended by many community groups. The college has a close involvement with the Navajo Merseyside Awards and hosts their awards ceremonies. This has encouraged learners to be more open about their sexuality which, in turn, has enabled managers and teachers to understand and eliminate barriers to learning. Leaders and managers accurately identify variations in performance among different groups of learners and take appropriate actions that successfully reduce achievement gaps.
- **The governance of the provider**
 - A talented, experienced and committed governing body has played a key role in supporting and challenging the Principal and her senior team to improve standards, and this has resulted in improvements in, for example, the college's financial stability. Governors recognise that, despite the many improvements made recently, the college needs to do more to ensure that all learners and apprentices make the progress expected of them.
 - Governors have insisted on improvements in the reliability of management data, and from a position of weakness they have secured a sustainable financial future for the college.

- A 'Performance and Management Task and Finish Group' of governors rigorously scrutinises detailed reports about the college's performance and monitors closely the progress that leaders and managers make in improving provision.

■ **The arrangements for safeguarding are effective**

- Managers work well with local groups and agencies to ensure that learners have access to a wide range of support. Surveys and learners' views indicate that a very high proportion of learners feel safe when at college.
- Leaders and managers place a high priority on ensuring that learners are safe from the risks of radicalisation and extremism. All staff have participated in a wide range of relevant professional development including recent training in partnership with Peace Foundation to assist them in having challenging conversations with learners about radicalisation and extremism.
- Managers have responded well to a recent rise in the number of mental health concerns among learners. They work closely with the local health trust to support learners; this partnership is recognised nationally as an example of good practice.
- The college complies with its legislative duties in health and safety, and reports in detail to governors. However, a culture of high expectations in health and safety is not promoted sufficiently well throughout the college. Inspectors observed low-level hazards in a joinery workshop and in a motor vehicle workshop. These issues were dealt with very swiftly, and managers took appropriate action to improve the environment. Leaders are carrying out further adaptations to the workshops, improving the rigour and regularity of checks in the workshops, improving health and safety training for staff and learners, and improving their processes to ensure that managers at all levels are confident that the workshops present a safe and tidy working environment at all times.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment are not yet consistently good across all areas of provision, with a wide variation in quality across subjects, levels and types of provision. On 16–19 study programmes, the largest provision type, too many lessons do not challenge learners sufficiently to improve their knowledge and skills rapidly. As a result, learners do not always make sufficient progress from their starting points. Training on the apprenticeship programme does not always focus sufficiently well on the specific skills that apprentices need to improve.
- Teachers and assessors do not always plan learning well enough to meet the individual needs of learners on study programmes and on the apprenticeship programme. They make insufficient use of the initial assessment of learners' and apprentices' prior attainment when planning their lessons. As a result, teaching does not always support the progress of individual learners well enough. Teaching staff do not consistently set sufficiently specific or aspirational targets for learners and apprentices who, as a result, are not always clear about what they need to do to make rapid progress.
- On study programmes and on provision for adults, teachers monitor closely the progress that learners make. The monitoring of apprentices' progress lacks rigour which results in assessors not always identifying accurately the skills that apprentices still need to improve.
- The quality of English and mathematics provision is weak on study programmes, and this results in a low proportion of learners achieving functional skills qualifications and achieving high grades in GCSE qualifications. Too often, teachers use learning activities that are not appropriate given the level and individual needs of learners. Many learners lack motivation to improve their English and mathematics skills, and attendance in lessons is often low. On the A-level programme, teachers give insufficient attention to developing learners' English skills. Teachers support adult learners well to develop their English and mathematics skills.
- The assessment of learners' progress is not consistently rigorous. Teachers assess learners' work accurately through regular assessment activities but, too often, particularly on study programmes, feedback following assessment of learners' work is not sufficiently detailed. As a result, learners are not always aware of the specific improvements they need to make in order to make good progress. In too many lessons, teachers do not use questioning well enough to check and extend learners' understanding.
- The quality of teaching, learning and assessment for adults is good, and most adult learners make good progress towards achieving their qualifications while improving their personal skills and the skills that they need for work. Teachers provide good support for adult learners and use a wide range of challenging and interesting learning activities.
- Managers and teachers identify and quickly put in place high-quality additional support for learners who

need extra help, including those with high needs. A wide range of specialist and personal support enables many of the most vulnerable learners to make good progress. Learners with mental health issues receive particularly good support to help them to overcome barriers to learning and to achieve. On adult learning programmes, teachers support learners well to improve their personal skills and confidence. Learners on study programmes value the support and guidance that they receive from their personal tutors and achievement coaches.

- Most teachers use their subject and occupational knowledge well to develop learners' practical skills and other skills that they need for work. As a result, the majority of learners improve their technical skills, and this prepares them well for their future employment.
- Teachers use learning technology well to support learners. The college's virtual learning environment provides learners with a wide range of resources and activities to enable them to extend their learning and carry out research outside the classroom. Learning technology is used well in many lessons; for example, learners on a creative production course edit film clips and overwrite scripts using industry-standard technology.
- Teachers successfully promote a culture of tolerance and mutual respect. The majority of teachers place an appropriate emphasis on life and work in a diverse society.

Personal development, behaviour and welfare

requires improvement

- Attendance and punctuality are too low. Managers have put in place actions to improve attendance and punctuality but these have had limited impact so far.
- Learners on study programmes make insufficient progress in improving their English and mathematics skills as a consequence of too much weak teaching in these areas and poor attendance. Learners do not always value the importance of developing their English and mathematics skills to enable them to realise their career aims, and too many learners have a negative attitude towards improving these skills.
- Most learners and apprentices improve their confidence and the personal skills that they need for work and in their everyday lives. They are positive about their learning, and value the opportunity to improve their skills.
- Younger learners successfully develop their personal, social and work-related skills through a wide range of enrichment activities and work experience placements. These activities enable learners to apply and extend their skills and knowledge and gain useful insights into the world. Learners on vocational study programmes quickly improve their skills and confidence in working with clients and customers in their occupational area.
- Adult learners make good progress in developing their personal skills and confidence. Most adult learners on the access to higher education programme acquire the academic writing skills that they need to study successfully in higher education. Adults on community learning courses quickly develop the confidence and skills that they need to progress on to other courses. Most apprentices successfully develop the skills and confidence that they need to work effectively.
- Learners work well together and demonstrate high standards of behaviour; they demonstrate a high level of respect for each other and their teachers. Managers and staff promote an inclusive ethos and provide good opportunities for learners from disadvantaged backgrounds to develop their confidence and the skills that they need for work.
- Learners feel safe in college. They understand how to keep safe and protect themselves from risks, including in the use of the internet. In weekly tutorial sessions, learners on study programmes develop a good awareness of the dangers of radicalisation and the effects on individuals of bullying.
- Learners and apprentices successfully use the advice and guidance that they receive before joining the college to choose programmes that will help them to achieve their long-term goals. They are aware of the academic and work-related skills that they need in order to progress successfully.

Outcomes for learners

require improvement

- The progress that learners make towards achieving their targets and qualifications is often too slow. The proportion of learners who achieved their qualifications improved in 2014/15, but remains too low on many programmes. On many parts of the study programmes, including intermediate-level vocational courses and A- and AS-level courses, the achievement rate is too low.
- Too few learners on English and mathematics courses achieve functional skills qualifications or gain high grades on GCSE courses. Adult learners make good progress in improving their English and mathematics skills and a high proportion achieve functional skills qualifications. Most apprentices who need to achieve a functional skills qualification as part of their programme do so successfully; however, apprentices' written work often contains too many examples of inaccurate grammar and spelling.
- Too many learners who complete their qualifications do not progress on to the next level. The proportion of intermediate-level learners who progress to advanced-level courses is low. A minority of learners who leave the college following successful completion of their courses do not progress quickly into further learning or into employment where they can make use of the skills and knowledge that they have gained. A high proportion of A-level learners progress to higher education. The majority of adult learners on courses that prepare them for work gain employment on completion of their course.
- The majority of younger learners on advanced-level vocational courses, which make up around half of the vocational programme, develop good occupational skills. The proportion of learners who achieved advanced-level vocational qualifications increased in 2014/15 and is above the rate for similar providers.
- Adult learners on a wide range of courses including vocational courses, access to higher education, and functional skills courses make good progress. A high proportion of adults achieved their qualifications in 2014/15. Learners on community learning courses and projects make very good progress towards achieving challenging personal targets.
- The large majority of current apprentices successfully develop the skills that they need in their jobs. The proportion of apprentices who complete their framework within the planned time increased significantly in 2014/15 and is now well above the rate for similar providers. However, too many apprentices left their programme without achieving the full framework.
- Managers identified accurately that the proportion of learners with learning difficulties and/or disabilities who achieved their qualification was slightly lower than for other learners. Managers have taken action quickly to remove this achievement gap, and current learners who receive additional support are making good progress. Learners with high needs make good progress and achieve well.

Types of provision

16 to 19 study programmes

require improvement

- The college provides study programmes across a wide range of subject areas. Currently, 3,600 learners are on study programmes which make up around a half of all provision. The large majority of learners follow vocational programmes, the majority at advanced level. The college also provides substantial A- and AS-level programmes.
- Not enough teaching and learning across all study programmes are sufficiently challenging to enable learners to make progress quickly. Assessment and feedback on too many courses do not identify sufficiently clearly what learners need to do to improve their knowledge and skills. In too many A-level lessons, teachers give insufficient attention to meeting learners' individual needs, and this often limits the progress that learners make.
- Teaching, learning and assessment in too many English and mathematics lessons are poor, and consequently too many learners do not achieve functional skills qualifications or attain high grades on GCSE courses. Learners working towards level 1 and level 2 functional skills qualifications are taught in the same groups, and teachers do not plan and carry out activities sufficiently well to meet the wide range of levels and abilities in these lessons. In too many A-level lessons, teachers do not develop learners' English skills well enough.
- Attendance and punctuality in many areas of the provision require improvement, and are particularly low on English and mathematics courses. Managers and teachers have put actions in place to improve attendance and punctuality and this is beginning to have a positive impact.
- Aspects of health and safety require improvement. Inspectors observed low-level hazards and untidy work areas in construction and engineering workshops that do not reflect best industry practice.

Managers responded swiftly to removing the hazards.

- On the majority of programmes, learners participate in interesting and relevant activities that engage and motivate them well. On advanced-level vocational courses, these activities enable learners to develop good occupational skills.
- Learners benefit from well-planned and relevant work-related activity that successfully improves the knowledge and skills that they will need when they progress into employment or into further training and education. Learners on A-level courses gain a good understanding of higher education opportunities available and related careers through a programme of visits to universities and employers; this contributes to the high proportion of A-level learners who progress successfully to higher education. Learners on vocational courses and GCSE courses carry out relevant work experience placements that enable them to apply in the workplace the skills and knowledge that they learn in lessons, and to develop the personal skills that they need for employment.
- Learners receive good support outside their lessons to aid their progress. They benefit from the support of their personal tutors and achievement coaches who provide them with help and guidance on specific aspects of their work. Learners use the college's extensive virtual learning environment well to extend their learning through independent research and study. Learners who need extra help receive good additional support to help them overcome barriers to their learning.
- The information, advice and guidance that learners receive at the start of their study programme are comprehensive and enable learners to join appropriate courses that build on their prior attainment. However, too few learners the intermediate-level programme progress on to the next level on completion of their course.

Adult learning programmes

are good

- The college provides a wide range of provision for adult learners including courses to prepare adults for work, vocational courses, a community learning programme, an access to higher education programme, and courses in English, mathematics and English for speakers of other languages (ESOL). There are currently over 3,000 adult learners at the college.
- The college works effectively with a wide range of partners, including employers, Jobcentre Plus, community organisations and universities. This ensures that adult learning provision closely matches the needs of local industries and employers, and the needs of learners intending to progress to employment or to university. Managers of the programme of courses to prepare adults for work and the community learning programme ensure that provision is aimed successfully at adults who are most disadvantaged.
- Most teachers support learners well during sessions. They use their subject knowledge and a wide range of interesting learning activities well to enable most learners to make at least the progress expected. On ESOL courses, learners make good progress in developing their language skills and the confidence to use them in different social situations. On a few vocational courses, teachers do not challenge all learners sufficiently well, and as a result a small minority of learners do not make the progress that they should.
- Teachers assess learners' work accurately. They monitor learners' progress systematically during sessions. Most learners benefit from detailed written feedback that provides them with clear guidance about the specific improvements they need to make to their work. However, a few learners have not yet benefited from written feedback on their initial assessment or coursework.
- The majority of teachers develop learners' English and mathematics skills well. Learners on access to higher education programmes improve their skills in referencing their written work accurately and in interpreting data. Learners on vocational programmes increase their knowledge of occupationally relevant terminology.
- Learners on employability programmes develop a wide range of useful skills that increase their chances of gaining employment. Learners on community learning programmes become more self-confident and develop their social skills to that they are able to participate more effectively in everyday life and as members of their local community.
- The majority of teachers promote diversity well in sessions. In a sociology lesson, for example, learners considered the impact of sex and gender transition on individuals, their families, and society.

Apprenticeships

require improvement

- Almost 1,100 apprentices are currently participating in programmes, of whom around a quarter are enrolled with subcontracting partners. The largest programmes are in engineering, health and social care, and business administration. Small numbers of apprentices follow programmes in construction, service enterprises, hospitality and catering, and information and communication technology.
- Apprenticeships require improvement. Too many apprentices do not complete their programme successfully. A high proportion of those who are successful achieve all the components of their programme within the planned time.
- Too often managers, tutors and assessors do not identify the skills that apprentices already have at the beginning their programmes. This means that apprentices' targets and their individual programmes do not always focus on the specific skills that need to improve and, as a result, a minority of apprentices do not make the progress that they should.
- Managers and training staff do not always monitor the progress that apprentices make on their programme sufficiently well. Reviews often focus too much on progress towards fulfilling the assessment requirements of national vocational qualifications and take insufficient account of the progress that apprentices make in improving their occupational skills or their personal and social skills.
- Tutors and assessors used a wide range of relevant training and assessment activities, usually planned in partnership with employers. As a result, the large majority of current apprentices successfully develop their competence and confidence in the settings in which they train.
- Tutors and assessors are appropriately qualified and possess a good range of industrial and technical experience. They use this experience well to support the development of apprentices' skills and knowledge in the workplace and in the majority of off-the-job training. A small minority of programmes lack substantial and regular off-the-job training and do not always successfully develop the broader work-related personal and social skills that apprentices will need in their future careers.
- Most apprentices who need to achieve an English and mathematics functional skills qualification as a requirement of successful completion of their programme do so successfully. However, tutors and assessors do not always give sufficient attention to improving apprentices' English skills. The assessment and improvement of the accuracy of apprentices' written work is not always thorough enough and, as a result, too many apprentices produce written work that contains too many grammatical and spelling inaccuracies.
- Managers have very good links with a wide range of employers across the north-west of England, and they successfully develop apprenticeship programmes that meet local employers' needs. The college aligns its apprenticeship programmes well to the priorities of the local enterprise partnership. On the majority of programmes, managers, tutors and assessors work well with employers to identify the skills that employers need apprentices to acquire, and plan programmes successfully based on this information.

Provision for learners with high needs

is good

- The college currently has 70 learners receiving high-needs funding from six local authorities. The great majority of these learners are on full-time vocational courses, and a small discrete group of learners follow a preparation for work programme at entry level.
- Tutors and support staff use their expertise well to inspire and challenge learners to learn through practical vocational activities that lead to enhanced employment prospects; for example, learners work in a professional kitchen and help to run the college's commercial restaurant.
- Learners benefit from effective support and guidance that enable them to build successfully on their prior attainment and develop clear and realistic plans for their future. Achievement coaches support learners well to ensure that they do not fall behind with work, particularly in vocational theory lessons.
- Learners on the entry-level programme make good progress in developing their communication, social and independence skills. For example, they learn how to travel independently to college and to their work experience placements through a well-structured independent travel training programme. Teachers support these learners well to enable them to make decisions about when they feel able to work independently on specific tasks without their support in place.
- Teachers on vocational courses at all levels provide a broad range of challenging activities for learners. They use questioning techniques well to check levels of learners' understanding. On a minority of vocational courses, targets set for learners are too broad, and teachers do not always monitor the progress of learners well enough.
- When assessing learners' starting points and their individual needs, teachers use a wide range of

information from the schools that learners have attended and from their parents and carers. This enables them to plan relevant and challenging individual learning programmes. Feedback on learners' work is timely and constructive, and provides clear guidance on how learners can improve.

- Learners benefit from good guidance that prepares them well for progression to further learning. A high proportion of learners on vocational courses progress to the next level when they complete their course. Teachers do not encourage learners well enough to improve their English and mathematics skills; as a result, learners often lack motivation to improve these skills and too many do not achieve functional skills qualifications. Learners are not made sufficiently aware of the importance of good English and mathematics skills for their future career plans.

Provider details

Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	11,000
Principal/CEO	Ms Elaine Bowker
Website address	www.liv-coll.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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	459	1,261	1,058	939	2,080	816	10	3
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	200	481	74	319	0	17		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	0							
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"> ■ Active TT Schooling ■ Envisage ■ Liverpool Media Academy ■ Merseyside Fire and Rescue ■ New Generation training and Consultancy ■ Northwest Education and Training Limited ■ R&M Training ■ Times Two Limited ■ Woodspeen Training Limited 							

Information about this inspection

Inspection team

Steve Hailstone, lead inspector	Her Majesty's Inspector
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Derrick Spragg	Her Majesty's Inspector
Helen Bramley	Ofsted Inspector
Brenda Clayton	Ofsted Inspector
John Dunn	Ofsted Inspector
Tom Fay	Ofsted Inspector
Kathy Passant	Ofsted Inspector
Elaine Price	Ofsted Inspector

The above team was assisted by the deputy Principal as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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