

Greenwich Community College

General further education college

Inspection dates

19–22 January 2016

Overall effectiveness

Inadequate

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

Summary of key findings

This is an inadequate provider

- The proportion of learners who complete and achieve their qualifications is below that for similar colleges.
- The quality of provision in mathematics and English is inadequate and the proportion of learners gaining qualifications in these subjects is low.
- Teachers do not check learners' understanding thoroughly enough to allow learners to build their knowledge.
- Learners do not develop the skills they need to enable them to continue their learning outside lessons.
- Too few learners progress to further learning within the college or gain employment.
- Teachers do not have high enough expectations of learners, particularly on advanced-level courses, and the pace of teaching is too slow for more-able learners.
- The majority of teachers' written feedback does not help learners to improve.
- Programmes for adults and learners on study programmes at level 1 do not include enough work experience or work-related activities.
- Teachers' target-setting and arrangements for monitoring of learners' progress do not lead to good achievements for learners.
- Managers' observations of teaching and learning have not led to sufficient or rapid enough improvements.

The provider has the following strengths

- Staff provide very good personal support for learners, especially those whose personal circumstances make them vulnerable.
- The college is a very safe learning environment in which learners develop their confidence, respect each other and the staff, and work together harmoniously.
- Learners develop good practical skills on catering, sports and hair and beauty programmes.
- New management arrangements are already leading to improvements, impacting on key areas for improvement, and to a culture change which staff are embracing.

Full report

Information about the provider

- Greenwich Community College is a small further education college in the Royal Borough of Greenwich, south-east London. The college has one main site in Plumstead, although a small minority of courses are offered at community centres. The management of the college has undergone significant change since the previous inspection, the number of learners has fallen and the college has stopped recruiting apprentices.
- The borough has a rich mixture of culture and ethnicity, with over 90 languages spoken. In the local population, 48% of residents are of minority ethnic heritage; the college's student body includes a much higher proportion of people from minority ethnic backgrounds.
- The number of pupils in the borough's schools achieving five grades A* to C at GCSE, including English and mathematics, is above the national and London rate. The borough is the twenty-eighth most deprived in England. Greenwich has a significant number of residents needing English for speakers of other languages (ESOL) courses to enable them to participate effectively within the local community.

What does the provider need to do to improve further?

- Implement new arrangements for evaluating the quality of teaching and learning to identify how best to help teachers to improve their practice rapidly, and put staff development support in place immediately.
- Ensure that improvements in the quality of teaching and learning result in teaching that takes into account the different abilities of learners in the classroom and meets the needs of the more-able learners, as well as those of lower ability.
- Rapidly improve teachers' skills to check all learners' understanding and knowledge during lessons to ensure that learners are ready for their next lesson and the next steps in their learning.
- Support teachers to provide better written feedback to all learners and put in place better quality assurance arrangements to ensure that all learners benefit from good advice and guidance on improving their work.
- Rapidly improve the quality of provision in English and mathematics so that learners enjoy their lessons, attend well, make good progress and achieve their qualifications.
- Improve the proportion of learners who stay and complete their qualifications by ensuring that teaching is of consistently high quality and that arrangements to set targets for learners and monitor their progress lead to good achievement.
- Enable learners to develop their confidence and research and analysis skills, particularly on advanced level courses and apprenticeships, so that they are better prepared for their next steps and can take more responsibility for their learning.
- Improve the quality of advice and guidance to learners at the end of their courses and develop a curriculum range of courses that provides good opportunities for them to develop their learning further.
- Develop the existing good practice in work experience to ensure that those learners on study programmes at level 1 and adult learners can benefit from real work-related activities and experience.

Inspection judgements

Effectiveness of leadership and management requires improvement

- At the time of the inspection, Greenwich Community College had just entered a federated partnership with Bromley College after a year in which the college was led by an interim Principal. This arrangement, which came into force on 1 January, is expected to lead to a full merger in August this year. Senior leaders and governors, many of whom are also new to the college, have high ambitions and expectations for the future of Greenwich Community College and for the achievements of its learners. Staff are keen and enthusiastic about the changing culture of the college, the increased support they are receiving from the new management team and the renewed and much stronger focus on learners' progress.
- The new Principal and senior managers bring a wealth of experience and have a very good track record of bringing about improvements. The new arrangements for leading the college also mean that Greenwich Community College staff benefit from the help and support of colleagues from Bromley College, and this has substantially increased the capacity of the staff to bring about improvements rapidly. Staff from the two colleges have quickly formed very good working relationships and these are already leading to benefits for learners and a significant increase in staff morale.
- Over the last year, senior leaders and the interim Principal have successfully eradicated most of the weakest teaching. However, they still have much to do to ensure that teaching enables learners to make good progress and achieve their full potential. Managers have been diligent in carrying out observations of the quality of teaching and learning, but these have not been fully effective. Observers have not placed enough focus on the learning that is taking place in the classroom and consequently have been overgenerous in their evaluation. Staff from Bromley College have recently begun to check the accuracy of evaluations made earlier in the autumn term and they have made very perceptive and helpful judgements about teaching. However, it is too early for their expertise to have led to the improvements that must happen for teaching and learning to no longer be inadequate overall.
- Senior leaders and managers have improved their monitoring of learners' progress through monthly quality standards' meetings and fortnightly meetings to monitor learners' progress. The proportion of learners who are attending regularly so far this year, and who staff are predicting to achieve their qualifications, is improving.
- Although senior leaders and managers have placed a strong emphasis on the importance of improving learners' English and mathematics skills, the teaching of these subjects has not improved sufficiently to enable learners to make good progress. Senior leaders have recently invested in specialist facilities, resources and teachers to help improve learners' skills with these subjects, but it is too soon to judge the full impact of these improvements.
- Managers' assessment of the quality of provision has taken place earlier than in previous years and takes greater account of the views of managers, teachers and learners. The recently updated self-assessment report is now a useful and broadly accurate document which shows that leaders have a very good understanding of the college's position and the priorities for improvement. This, coupled with sensible and realistic action plans for improvement and increased capacity of staff, bodes well for the future of the college.
- Interim senior leaders and governors have worked diligently to improve rapidly the financial health of the college. Appropriate financial controls are now in place. Governors and, due to the college's administered status, the Skills Funding Agency monitor and review the college's financial health monthly. As a result, the college has a good deficit reduction plan and is more financially stable than at the time of the previous inspection.
- Senior leaders and managers are refreshing the relationships that the college has with local employers, the local council and other stakeholders. For example, they are developing a skills centre for construction skills in conjunction with a national house building company to provide apprenticeship training in this skills shortage area. Managers and the local council are discussing the development of the college curriculum in the local enterprise partnership (LEP) skills priority areas, which include digital skills, construction and hospitality and catering. New leaders and governors are working very effectively to develop a curriculum which meets the needs of the local and regional community. Senior staff from Bromley College have used their skills and experience well to support the college with this work.
- **The governance of the provider**
 - The vast majority of governors have been appointed since the previous inspection and bring a range of relevant skills to the board, which they are using effectively to place the college at the heart of the local community.

- Governors have worked effectively to secure the sustainable future of the college. Their actions have brought about the current federation arrangements in preparation for the proposed merger in August 2016.
- Governors, in conjunction with the previous interim Principal, have improved their scrutiny of college performance. They know what needs to improve and they monitor the progress made in securing improvement at their monthly meetings; as they now have much better information about the college's performance, they are far more able to hold senior leaders to account for the improvements required.

■ **The arrangements for safeguarding are effective**

- Staff responsible for safeguarding respond effectively and sensitively to concerns about the welfare of their learners. Where appropriate, they refer learners in need of help, support or protection to relevant local agencies, with whom they have established strong and productive working links. Learners feel safe at the college and they know how to report concerns about their welfare, or that of their friends.
- The college's recruitment procedures are thorough; managers check that newly recruited staff are eligible to work in the UK, they check on gaps in employment history and that new staff are appropriate people to work with learners.
- Managers have made a prompt start to fulfilling their statutory duties under the government's Prevent legislation. The vast majority of staff are aware of how to spot the signs of extremism and radicalisation in their learners and apprentices. Learners and apprentices are developing a good understanding of how to keep themselves safe from these dangers, although managers have additional work and activities planned to further develop learners' and apprentices' understanding.

Quality of teaching, learning and assessment is inadequate

- The vast majority of learners at the college are adults and most are studying at entry level or level 1.
- Too few adults, apprentices or learners on study programmes make good progress in their studies, achieve their qualifications or complete their apprenticeships in the planned time.
- As a result of the very recent federation arrangement with Bromley College, managers have made changes to the quality assurance of teaching and the development of teachers' skills, but these have yet to lead to sufficient improvement for learners. Teaching, learning and assessment are better in a small minority of subjects, for example in catering and in sport.
- In too many subjects, teachers and assessors do not expect high enough standards of work or achievement from learners. Teachers' planning in most lessons does not ensure that learners of all abilities make good progress and acquire the knowledge and skills required to succeed at the next level of learning or in employment.
- Not enough teachers use information about individual learners' abilities or needs to plan activities and tasks which meet the individual needs of learners, particularly those who are more able. The pace of many lessons on advanced-level courses is too slow and tasks set are too easy. On lower-level courses, teachers do not check the understanding of their learners thoroughly or frequently enough in lessons. As a result, not all learners are ready to progress to the next topic or steps in their learning.
- It is only when teachers recap important knowledge at the start of lessons that they identify gaps in learners' understanding. This further hampers learners' progress as too much time is taken up by teachers ensuring that learners are ready to proceed with the next lesson. Learners on level 3 courses do not develop the skills and confidence that would enable them to continue their learning outside of the classroom.
- Too few managers and teachers have an accurate view of the progress learners make on their courses. Often, teachers' and tutors' targets for learners are imprecise or refer to completion dates rather than being tailored to challenge and develop the knowledge of individual learners or the skills of apprentices. On a minority of courses, such as catering and ESOL at entry level, teachers and tutors monitor learners' progress very effectively. However, managers and teachers do not monitor the progress of learners, including the development of their mathematical and English skills, consistently well across the college.
- Teachers support learners well in lessons and most provide constructive and encouraging verbal feedback. On a minority of study programmes and on hairdressing courses, teachers' written feedback is precise and enables learners to improve their work. On the majority of courses, teachers' written feedback on adult learners' work lacks sufficient detail and does not help them to improve their work. Few employers know what their apprentices need to do to ensure they complete their qualification on time.

- Managers' arrangements for providing support for those who need extra help were ineffective in 2014/15. Those learners requiring support, particularly for dyslexia, achieved much less well than their peers. Managers have recognised this and have quickly improved the arrangements for providing support. This year the learning support hub is located in the library as managers identified that learners much prefer, and are much more likely, to attend their learning support sessions, or take advantage of drop-in sessions, when these are provided centrally.
- The teaching, learning and assessment of English and mathematics are poor for functional skills at levels 1 and 2. Too many learners do not enjoy their lessons in these subjects and do not attend regularly.
- Teachers and college staff are very approachable. They provide an inclusive environment and care about the well-being of their learners. Learners respect their teachers, college staff and visitors. They report that they can approach teachers with concerns about their study, welfare or other personal issues and will be supported.

Personal development, behaviour and welfare require improvement

- In 2014/15, too few learners achieved qualifications in English or mathematics and teachers did not ensure that learners developed these skills well or quickly enough. However, managers have recognised the importance of developing learners' English and mathematics skills during their vocational lessons and this year teachers are beginning to do this more successfully.
- Adult learners do not have enough opportunities to develop their work-related skills through real work experience outside of the college. On study programmes, managers have not done enough to ensure that learners on programmes at level 1 develop work-related skills, and most of these learners do not have the opportunity to complete work experience placements. However, learners on study programmes at levels 2 and 3 now benefit from very good work experience which is well matched to their career aspirations. Teachers make good use of learners' experiences from work placements and these now form an effective way for learners to try out careers and learn what they need to do to reach their goals.
- Learners' attendance, particularly on study programmes, has improved and is now good on the majority of courses. Learners attend punctually and are keen to learn, their behaviour in class is very good and they arrive at their classes ready to learn.
- Learners develop very good confidence on their courses, they show respect for each other and for the staff and they work well together on joint projects. Teachers encourage learners to think about the effect their behaviour has on others in the class and to develop a mature attitude to learning. Learners become adept at giving each other feedback and also participate fully when giving presentations and speaking in lessons.
- Managers and teachers have improved the organisation of work experience and preparation for further study. Vocational work placements are highly productive for many 16- to 19-year-old study programme learners, particularly in hospitality and catering. However, many learners have yet to benefit from frequent enough individual careers guidance or, on adult programmes, to be given sufficient opportunity to prepare well for work.
- Learners feel very safe at college and staff have successfully created a safe learning environment. Staff promote safety very well and use classrooms and corridors well to display posters giving information about staying safe and topics such as recognising domestic violence and staying healthy. Learners have a satisfactory understanding of British Values.
- Learners' attendance at sports activities is very good and staff use additional activities and opportunities well to reward learners. Managers successfully bid for a 'Sport Maker' role at the college, funded by Sport England. This role has enabled the college to offer a wide range of sporting opportunities, some of which are aimed at helping learners to manage difficulties they may have with managing anger or poor behaviour.
- Learners develop good practical skills on catering, sports and hair and beauty programmes. On sports programmes they use technical language very confidently and in catering they cook to a high standard. Hair and beauty students present themselves professionally and teachers demand that they work to a high standard and at commercial speeds.

Outcomes for learners

are inadequate

- Too few learners complete their courses and achieve their qualifications. In 2014/15 the proportion of learners staying and completing their courses fell for the second year running and is below that for similar colleges. However, for those learners who complete their courses, a higher proportion achieved their qualification than in the previous two years.
- Achievement for learners aged 16 to 19 on study programmes is particularly poor on courses at level 1 and level 3; this formed about two thirds of the college's provision in 2014/15 for this age group. On these courses, learners' achievements are substantially below those of other similar colleges.
- Adult learners do best at entry level, especially on ESOL courses, but for those studying at level 1 achievement is particularly poor.
- Few apprentices achieve their apprenticeship qualification, although this has begun to improve in 2015/16 and apprentices leaving recently have completed their apprenticeship successfully.
- Learners of all ages achieve poorly on functional skills courses in both English and mathematics. Too few learners on study programmes who took GCSE English or mathematics in 2014/15 achieved an A* to C grade.
- Managers have not done enough to understand the reasons that exist in the achievements of different groups of learners. Learners with dyslexia achieve less well than their peers and almost half left their courses early in 2014/15. Managers have identified this and taken action, including recruiting more and better qualified staff. The dyslexia team is now working diligently to identify and support those learners with dyslexia and so far in 2015/16 only a very small number have left early.
- Very few learners progress to a higher level of study at the college or to employment. A small proportion of learners aim to progress to higher education and of these about three quarters receive offers from universities, which is below the rate nationally.
- Fewer learners have left their courses early so far in 2015/16 when compared to the previous year. Managers and teachers have a much better understanding of the starting points of their learners, and staff's better advice and guidance has helped to ensure that many more learners are on appropriate courses so that they have a good chance of being successful.

Types of provision

16 to 19 study programmes

are inadequate

- The college provides study programmes in five of the 15 subject areas, including foundation for learning and life. The largest groups of learners are studying qualifications in preparation for life and work.
- Too few learners complete their study programmes successfully, particularly at levels 1 or 3. Teachers do not expect enough from their learners. The pace of teaching is too slow in most lessons to enable learners to make rapid progress with their learning. Teachers do not plan adequately for the different abilities of learners or check their understanding thoroughly, and do not plan opportunities to set more complex and demanding tasks for the more-able learners.
- Teachers do not use information about their learners' abilities to ensure activities and tasks are designed to ensure that all groups of learners make good progress. Teachers' and tutors' monitoring of learners' progress is detailed and comprehensive in many curriculum areas, but the overall monitoring of learners' progress on study programmes by managers is not done consistently well across the college.
- Teachers do not always challenge learners sufficiently to produce high-quality work or inspire them to be aspirational or ambitious. Learners in a minority of subjects, including sports and professional cookery, demonstrate good levels of skills and professional knowledge. For example, learners in sports develop an understanding of musculoskeletal anatomy above their level of study, and catering learners can plan and manage complex catering plans.
- The teaching, learning and assessment of English and mathematics are poor for functional skills at levels 1 and 2. The number of learners achieving GCSEs at grades A* to C in English and mathematics have risen slowly but are not yet good enough. Most teachers encourage learners to apply the skills they learn to their vocational work where appropriate.
- The number of learners continuing from one level of study to the next within the college is low. Fewer than half the learners completing courses at level 2 move to the next level at the college or gain employment. The number of learners who complete courses at level 3 and progress to higher education is

very low. Learners receive guidance from staff about how to apply to university but they do not all receive good-quality advice about alternative further education and employment opportunities.

- Managers have greatly improved the arrangements for work experience and all learners on courses at levels 2 and 3 now complete relevant and interesting work placements related to their career aspirations. Work experience is particularly effective for learners in curriculum areas such as health and social care, catering and in travel and tourism. However, this is not yet true for learners on courses at level 1.
- Managers' and teachers' expectations of learners' professional conduct in lessons and around the college are high. Learners are well behaved, considerate to each other and mostly attentive in lessons. Learners attend well for their main courses of study but attendance for English and mathematics lessons is too low for them to make good progress.
- Teachers have begun to incorporate themes from the new duties under the government's Prevent legislation in their teaching. For example, in one lesson, a teacher used a lesson in aviation passenger safety procedures to engage learners in dialogue about extremism and radical views. Teachers do not yet do this consistently well across all subject areas.

Adult learning programmes

are inadequate

- Most adults study at entry level or level 1 and the largest number are on courses for foundations in learning and life. Teachers do not ensure that learners make good progress and achieve well. Achievements for learners are poor in English and mathematics at level 1 and 2 and, although improving, far too many learners still fail to achieve a qualification.
- Teachers do not take enough account of individual learners' needs, aspirations or existing knowledge when planning their teaching. As a result, learners do not progress quickly enough.
- Teachers' and tutors' target-setting is weak for the majority of learners. The targets they set are not specific enough and too many targets focus on deadlines for assignments rather than how learners can improve their knowledge and skills. Teachers have low expectations of learners; they set few targets to enable learners to develop skills such as those needed for employment, or English, mathematics and information technology skills. Teachers do not always review the targets they have set effectively to enable learners to see the progress they have made or understand what they need to do next. The targets set by teachers on ESOL courses at entry level are much better, but this good practice is not shared effectively.
- Teachers support learners well in class and provide good verbal feedback; this helps learners to improve as well as providing encouragement and praise. On the majority of courses, teachers' written feedback does not provide sufficient detail to inform learners about what they need to do to improve or to enable them to reflect on the standard of their work. The exception is teachers' written feedback on hairdressing courses at level 1 which is informative, detailed and supportive and helps learners to improve their written work.
- Learners' attendance has improved but it is still low on a small minority of courses. Staff do not always follow up absence quickly enough and prepare work to enable learners to catch up on their return.
- Managers have not planned the curriculum for adults to ensure that they can progress to local employment or higher-level courses. The majority of learners on vocational courses have few opportunities to develop the work-related skills to prepare them for employment. On professional cookery courses, managers have developed good links with employers that provide supported work experience that develops these skills and prepares learners well for their next steps.
- Teachers focus effectively on the development of English and mathematics skills in many lessons. However, when teachers identify errors, learners do not always review their mistakes or make corrections. In better lessons, teachers relate the development of wider skills, including English and mathematics, to employment situations. For example, in hairdressing, learners improve their mathematical skills by measuring and calculating chemical quantities and the timings required for the safe use of hair colourants.
- Teachers and tutors provide learners with good personal support and refer learners appropriately to specialist outside agencies or student services, including access to bursary funds, homework clubs and additional learning support.
- In most lessons, learners support each other well, work collaboratively and develop good levels of confidence and practical skills.
- Teachers ensure that learners are well aware of safeguarding and how to stay safe online. Teachers have made a good start in raising learners' awareness of the dangers of radicalisation and how to keep safe, particularly online.

- The college has a very small number of apprentices as staff have not recruited any new apprentices since the previous inspection. The proportion of apprentices who complete their apprenticeship successfully is too low. Managers' and assessors' poor planning, weak selection and recruitment practices, and weak assessment and review practices over time have resulted in too many apprentices failing to complete their apprenticeship within the planned time, or at all.
- Teachers' and assessors' expectations of what apprentices can achieve are often too low. Too few teachers and assessors ensure apprentices are set challenging targets to improve their skills and knowledge, particularly more-able apprentices. Assessors set targets that are mostly limited to the completion of work rather than the development of skills and knowledge.
- Assessors do not work effectively with employers or other college staff to provide apprentices with opportunities to develop their learning beyond the basic requirements of the apprenticeship.
- Most apprentices work for employers who are committed to providing good-quality training in the workplace. However, assessors do not give employers sufficient information and guidance to enable them to effectively coordinate the learning of new skills at college with on-site practice. Assessors do not give employers sufficient, regular updates on the progress of their apprentices and few employers are aware of where their apprentice is on their programme or what they need to do to complete their course.
- Apprentices are aware of the need to have good personal and work-related skills to be an effective employee; however, assessors' planning of activities to develop and improve these skills is weak. They do not plan opportunities for apprentices to develop the confidence or skills to take more responsibility for their own learning. Assessors do not encourage apprentices to reflect on the standard of their practical work to identify what they did well and what they could do better. This approach fails to develop apprentices' independence or a pride in the quality of their workmanship.
- Assessors often fail to plan adequately assessments of practical skills in the workplace. Employers are not sufficiently involved in preparing their apprentices for assessments and, as a result, apprentices are not always ready for their assessments. Assessors do not always give apprentices prompt feedback on how well they did in their assessment and what they need to do to further develop their practical skills.
- Teachers and assessors do not use the information available to them about apprentices' English and mathematics skills to plan to develop these skills further. As a result, apprentices make slow progress towards further improving their English and mathematics skills. For example, assessors do not routinely plan opportunities into assessments for apprentices to develop and apply their use of English and mathematics in the workplace.
- Assessors do not ensure that they give apprentices meaningful and constructive feedback on their written work and too few assessors correct apprentices' spelling and grammatical errors.
- Teachers and assessors do not challenge and develop apprentices' awareness and understanding of equality and diversity well enough. Assessors do not do enough to challenge apprentices' perceptions or stereotypical views. For example, a construction assessor failed to take the opportunity to fully explore, with apprentices, the diverse range of nationalities and cultures working collectively on a large construction site.
- The practical space used by staff for teaching dry lining and interior skills is inadequate. The space is not a realistic working environment in which apprentices can successfully develop their practical skills.
- Most apprentices, when in the workplace, demonstrate appropriate practical skills and sound vocational knowledge. Apprentices behave well and are confident to ask their teachers questions or ask their assessors to further explore concepts and consolidate their understanding. They have a sound awareness of how to stay safe and demonstrate good safe working practices in the workplace.
- The management of the apprenticeship provision has improved recently. Apprentices and their employers now have much greater confidence in managers' ability to provide a good learning experience in the future. Experienced managers and assessors are now supporting current apprentices to make better progress. Recent data show that increasing numbers of apprentices are now completing their qualification successfully.
- Aspiring construction apprentices now benefit from an intensive pre-apprenticeship 'boot camp' with a large construction company, which develops their work-related skills, provides real work experience on-site and enables employers to judge potential apprentices' suitability for an apprenticeship.

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	2,771
Principal/CEO	Mrs Sam Parrett
Website address	www.gcc.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+
	189	946	111	287	54	55	NA	NA
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	1	10	2	3	NA	NA		
Number of traineeships	16–19		19+		Total			
	NA		NA		NA			
Number of learners aged 14–16	NA							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	■ Royal Borough of Greenwich							

Information about this inspection

Inspection team

Jo Parkman, lead inspector	Her Majesty's Inspector
Richard Pemble	Her Majesty's Inspector
Lynda Bourne	Ofsted Inspector
Kenneth O'Connell	Ofsted Inspector
Michael Addison	Ofsted Inspector
Lynda Pickering	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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