

# The Sheffield College

General further education college



26–29 January 2016

## Inspection dates

## 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	Requires improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Requires improvement
Apprenticeships	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a provider that requires improvement

- The quality of teaching, learning and assessment is not yet consistently good.
- The strategy to improve the quality of teaching and learning of English and mathematics is not yet improving the poor success rates or increasing the number of learners who achieve high grades.
- Weak target setting and reviewing of progress has resulted in many learners not making their expected progress or achieving their qualification.
- The quality arrangements, including self-assessment, are not yet bringing about the necessary improvements rapidly enough in relation to teaching, learning and assessment and success rates.

### The provider has the following strengths

- The strategic vision is meeting the needs of the local Sheffield area and the Local Enterprise Partnership priorities very well, and is supported by very effective partnerships to achieve this vision.
- The quality of apprenticeship and high needs provision is good.
- Learners receive good-quality impartial advice and guidance, which helps them make well-informed educational and career choices.
- The effective restructure and the ambition of senior leaders and governors are helping to drive forward the improvements needed.
- The college provides a safe, secure and inclusive environment for all its learners.

# Full report

## Information about the provider

- The Sheffield College is a large general further education college, with four main sites. The college provides study programmes for young people, adult programmes, traineeships, apprenticeships and specialist provision for learners with high needs. In 2014/15, the college had over 19,000 learners. The college serves the city of Sheffield and its wider City Region. Sheffield, situated on the Derbyshire and Yorkshire borders, is the third largest metropolitan district in England and has a population of 560,100. The relatively low attainment of school leavers in Sheffield declined in 2015 when 55% of pupils achieved five GCSEs at grades A\* to C including English and mathematics compared with 59% nationally.
- Unemployment in the city, including youth unemployment, and the proportion of adults without any formal qualification, are above national averages. Conversely, at each level of study, a slightly higher proportion of Sheffield residents do have qualifications than is the case nationally. The local economy retains a strong advanced manufacturing sector but most employment is in the service sector, particularly in healthcare, business, financial services and education.

## What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
  - ensuring that teaching and learning consistently challenge and motivate learners to meet their individual learning needs, particularly in weaker areas of the provision including on English and mathematics courses
  - setting specific and challenging targets for teaching staff to improve the quality of their teaching and raise the achievement of their learners; monitoring closely the performance of teaching staff and taking action quickly to improve performance when it is not good enough
  - ensuring that the development needs of individuals are analysed so that common themes can be identified and training provided to improve practice
  - identifying and sharing good practice between teachers.
- Improve the target setting and reviewing of learner progress so learners achieve their qualification by:
  - setting challenging targets for learners based on an accurate assessment of their starting points
  - monitoring closely the progress that learners make towards achieving their targets, so that learners know what they have already achieved and what they still need to do to achieve their qualifications and improve their grades
  - quickly improving their attendance.
- Improve the quality of teaching, learning and assessment of English and mathematics by:
  - urgently reviewing the English and mathematics strategy
  - helping learners to develop a positive attitude towards improving their English and mathematical skills, and understanding the importance of these skills for their future study and employment
  - setting challenging targets for teaching staff to improve weaker aspects of their practice as identified through lesson observations and data about learners' progress and achievement
  - monitoring closely the performance of teaching staff and taking action quickly to improve performance where necessary.
- Improve the quality assurance arrangements by:
  - ensuring that governors, leaders and managers make effective use of data about learners' progress and achievement to evaluate the quality of provision fully and accurately
  - identifying specific and challenging targets for improvement based on a more accurate self-assessment, and monitoring progress towards their achievement closely.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because not all areas of under-performance identified at the last inspection have improved. Aspects of teaching, learning and assessment are still not good enough. For example, in relation to target setting, planning to meet the individual needs of learners, effective use of assessment and ensuring that most-able learners are challenged are areas of continued under-performance. Managers are not ensuring that all their learners are ready to learn, for example by being on time and attending regularly. As a result, success rates have not increased significantly across all programmes and, in some cases, they have declined.
- The system of internal quality audit and review of under-performing courses is not engaging staff sufficiently in purposeful professional discussion in order to bring about all the necessary improvements in relation to teaching, learning and assessment, and securing high success rates for all learners.
- The self-assessment process, while thorough and inclusive, is not always accurate. For example, inspectors identified additional areas for development, including the need to improve the use of questioning in the classroom, which did not feature in the self-assessment report. Judgements in some instances have been over-optimistic in relation to the progress made in areas of under-performance, for example in improving the numbers of learners who achieve high grades.
- The strategy to improve English and mathematics across the college has not been successful in improving the quality of teaching, learning and assessment or in improving success rates for learners. The strategy to recruit English graduates has been partially successful: a number are completing their Postgraduate Certificate in Education and are beginning to make a positive contribution. The strategy has been unsuccessful in encouraging mathematics graduates to apply for teaching posts.
- A college-wide system of performance appraisal assists managers in judging the individual performance of staff. Managers are developing a centralised system of evaluating and reviewing teaching observations, but this is not yet translating into effective targeted and well-directed college-wide development opportunities. As a result, the ability to share good practice is currently under-developed.
- Following a major restructure of the college from the previous three federated colleges into a single executive leadership, a new clearly defined vision to provide high-quality education and training, and to continue to develop the ambition and skills of learners in Sheffield, is now successfully driving the college improvement agenda forward.
- The curriculum offer is meeting the local and regional priorities very well and is informed by market analysis and local needs, including helping adults re-enter employment, supporting learners with high needs to become more independent and ensuring that 16–18-year-olds and apprentices continue their education or secure long-term employment.
- A range of high-quality partnerships with organisations such as the Sheffield NHS teaching hospital, the local authority and local universities, are instrumental in ensuring that the college effectively supports local employers to fill identified skills gaps, for example by offering apprenticeships for dental and laboratory technicians. Other partnerships are successfully supporting the development of creative industries in small and medium-sized enterprises, many of which provide learning and employment opportunities for learners. The college is a key and active sponsor of two university technical colleges in the city specialising in engineering and creative and digital industries, and human sciences and computing with the intention that these learners will develop progression routes directly into college provision where appropriate.
- The college has recently taken a number of successful actions to ensure that learners get onto the right programmes that fit with their interests and abilities, through good initial and ongoing impartial advice and guidance. The one-college approach means that learners have more flexibility to move quickly to more suitable provision if their first choice is not appropriate. This means that the majority of learners now stay with the college and progress. Thorough and effective quality assurance and monitoring of subcontractors working with the college ensures that they deliver good provision with the result that learners on these programmes achieve well and make good progress.
- The college is very inclusive and welcoming to its diverse learner group and promotes equality and diversity well. For example, effective work is being undertaken to integrate and provide opportunities to increase the numbers of the Roma community in the college. Learners with high needs are supported well to participate fully in college life. The student union has helped raise the profile of lesbian, gay and bisexual learners through the lesbian, gay and bisexual charter. As a result, trans-sexual learners now have a secure dedicated space.

- Learners' views are regularly and effectively collected and analysed in a variety of ways, for example through surveys and learner focus groups resulting in changes to the curriculum and to facilities. British values are being increasingly well promoted: for example, the recent student union elections saw very high numbers of learners voting, further promoting the values of a free and democratic society.
- The financial health of the college has remained satisfactory for the last three years. Good financial controls ensure that the college continues to develop its estate to a high standard. Learners enjoy the benefit of high-quality resources across the college sites. The current leadership is well placed to ensure that the college continues its steady growth.
- **The governance of the provider**
  - Governors are well qualified and experienced to fulfil their role, including being suitably trained in relation to their safeguarding duties and the 'Prevent' agenda.
  - They are regularly informed about the strengths and areas for improvement, although their challenges to college leaders have not yet brought about all the necessary improvements in success rates or in securing consistently good teaching across all college provision.
  - Governors accurately identify the opportunities to share good practice across the college but these are not yet fully developed.
- **The arrangements for safeguarding are effective**
  - Safeguarding practice is well embedded across the college and is effective in ensuring that learners are safe and well protected. Some recent improvements have been made, for example all sites now have secure entry and identity checks.
  - Dedicated safeguarding and well-being staff work effectively with learners with additional risks or who are more vulnerable. Safeguarding interventions are being made swiftly when incidents occur, including where appropriate to the local designated safeguarding officer. There are effective links between a number of external agencies, such as social services and the police, which result in learners being safe.
  - Staff have undergone all the necessary checks and the single central record is up to date. All staff have completed training on 'Prevent' and the risks posed by radicalisation. Learners are slowly showing a developing understanding in relation to these issues.

## **Quality of teaching, learning and assessment** requires improvement

- Teaching, learning and assessment require improvement. Teachers provide insufficient challenge to enable all learners to make the progress of which they are capable. Planning for learning does not always take into account learners' starting points or their individual needs. Consequently, learners often fall behind with their work and a minority do not achieve their programmes. Most learners are not routinely involved in the monitoring of their learning goals, resulting in many learners not acquiring skills appropriate to their individual needs. Conversely, apprentices benefit from highly individualised programmes, which successfully build on prior attainment and are relevant to their career aspirations, resulting in good attainment.
- On the majority of programmes, teachers do not rigorously monitor the progress that learners make. As a result, learners are not always sufficiently aware of the skills they need to develop to achieve their target grade or develop their skills further; too much focus is placed on meeting the minimum standards of the qualification as opposed to developing the skills further in relation to their personal goals. Targets that teachers set for learners are not always specific or time bound, leading to many making slow progress.
- The quality of English and mathematics provision on study programmes requires improvement. Too much teaching and learning in English and mathematics lessons fails to interest or motivate learners and, consequently, too many learners make insufficient progress in improving their skills and achieving their qualifications. In vocational lessons, the activities that teachers use to develop learners' English and mathematical skills have insufficient impact.
- Feedback on assessed written work is not detailed enough; as a result, most learners are unable to identify the specific aspects of their written work that they need to improve. Too many marked assessments on study and adult learning programmes contain grammatical errors or spelling mistakes that are not being corrected by the teachers; as a result learners' work is not improved. Apprentices produce a high standard of written work due to effective planning of development needs at the start of their apprenticeship, and relentless checking of the development of these skills through formative assessments.
- The teaching, learning and assessment of apprentices and high needs learners is highly effective, resulting in good progress. They benefit from individualised programmes which successfully build on prior attainment and which prepare them well for work. Specialist support for high needs learners is very good.

- Teachers successfully develop the personal and social skills that learners and apprentices need for work. They enable learners on study programmes to develop their skills through well-designed work-related activity and relevant work placements. In practical lessons, teachers provide good support to develop learners' occupational skills.
- The large majority of teachers and trainers are well qualified and use their extensive industrial and technical skills well to develop the occupational skills of learners and apprentices. A few learners spoke of the career-defining opportunities they receive from national experts such as great British master chefs in the catering department.
- Teachers and specialist support staff provide extensive support for learners who fall behind or have additional learning needs, particularly for the most vulnerable learners. This enables these groups of learners to make good progress. Specialist support for learners with high needs is very good. For example, high needs learners are well integrated into creative media sessions, allowing them to fully participate and make good progress in developing new skills and positive relationships.
- Teachers and other staff provide good information, advice and guidance throughout the learners' and apprentices' journey, which effectively supports them to access learning at the college and in apprenticeship placements. Learners speak highly of the support they receive from tutor mentors in supporting them with pastoral issues such as course funding and with employability skill development. Independent careers guidance supports the large majority of learners to progress to their next steps, whether those be in education or employment.
- Teachers successfully promote high standards of behaviour and an ethos of mutual respect with many learners appreciative of the supportive and inclusive culture. For example, adult learners attending health and well-being courses develop a good understanding of each other's cultural differences by sharing words and phrases in their own languages, leading to a greater awareness of different cultural expectations around sexual health.

### **Personal development, behaviour and welfare** require improvement

- Attendance and punctuality are low on too much of the provision including study programmes and adult learning programmes. Attendance in English and mathematics lessons is particularly low. Managers recognise this, although actions to improve attendance have not yet had sufficient impact. In a few instances, younger learners arrive for lessons unprepared for study.
- Too many learners make insufficient progress in developing their English and mathematical skills. Learners often do not have a positive attitude towards improving these skills and they do not always recognise their importance in preparing them for the world of work.
- Managers and teachers do not always place a high enough priority on setting individual aspirational targets; as a result, some learners make slower than expected progress against their targets. Managers recognise this and have recently introduced more robust processes to monitor and track learners' progress; however, it is too soon to judge the impact of this.
- The majority of learners are matched well to good-quality work placements in line with their personal goals; however, managers recognise the need to increase the number who take part in external work placements and have recently implemented a plan to increase this in the current year.
- Learners benefit from the wider aspects of their study programmes. They participate in a variety of suitable activities to prepare them for work, including interview practice, careers fairs and enterprise challenges. The varied enrichment programme enables learners to gain the wider skills that they will need as they move to the next stage in their lives.
- Learners improve their self-confidence in their work and personal lives. As a result, they become well prepared for their next step to further study or employment. For example, on courses in English for speakers of other languages (ESOL), learners who begin their courses with low levels of competence in spoken English quickly gain the confidence and skills to speak in a wide range of situations. Apprentices improve the personal skills and confidence that they need in their job roles to progress into roles with higher levels of responsibility.
- Learners benefit from good information and guidance about options for progression when they complete their courses, including higher education pathways within the college and with other providers, and employment and apprenticeship opportunities. As a result, a high proportion of learners progress successfully to further study, higher education or employment.
- Learners feel safe and are fully aware of how to report any concerns that they may have about possible risks to themselves or to others. They receive helpful information and support about risks related to radicalisation, bullying and all forms of abuse. When learners raise concerns, managers investigate and deal with them appropriately and sensitively.

- There is a strong culture of valuing the individual; the majority of learners respect each other and their teachers. Staff and learners embrace an inclusive ethos, and managers provide opportunities for learners from disadvantaged backgrounds to participate in learning to meet their personal goals.

## Outcomes for learners

## require improvement

- The proportion of learners on study programmes who achieve their qualifications fell in the most recent year and in many curriculum areas was significantly below that of other similar providers. Not enough learners who stay on their study programmes achieve. The proportion of younger learners who successfully complete level 1 and level 2 programmes is particularly low. The proportion of advanced level learners who make at least the expected progress in relation to their starting points is too low.
- Most adult learners make slow progress, and the proportion who achieve their qualifications is lower than that of other providers. Adult learners on ESOL courses successfully improve the skills and confidence that they need for work and everyday life. Learners on vocational programmes quickly acquire the occupational skills that they need for work. Learners on courses that prepare them for higher education successfully acquire the skills that they need to study at a higher level. The proportion of learners on the access to higher education programme who successfully progress to higher education is higher than that for similar providers.
- Not enough learners achieve functional skills qualifications in English and mathematics, and the proportion of young people and adults who achieve level 2 qualifications is particularly low. The proportion of younger learners who achieve high grades in GCSE English and mathematics is low. A greater proportion of adults on GCSE mathematics courses achieve high grades.
- The proportion of adult apprentices who successfully complete their programme within their planned time is high for both college and subcontracted provision. Nearly four out of ten young apprentices do not complete their apprenticeship. Following the implementation of effective strategies, the retention of current young apprentices is now high.
- The college provides a traineeship programme for a small number of learners who are not yet ready to enrol on apprenticeships or vocational programmes. Trainees make good progress in developing the skills that they need for work, and achieve well. A high proportion successfully progress to apprenticeships or into employment.
- As a result of effective support, learners, particularly those with high needs, make very good progress and a very high proportion achieve their qualifications. Learners increase their independence and confidence, and the majority progress successfully to a higher level of study.
- The majority of learners on vocational programmes enjoy their practical lessons and make good progress in developing their occupational skills, which is preparing them well for employment. Most learners who complete their programmes progress successfully into employment, apprenticeships or the next level of their learning. A small number of learners are supported well to start up new businesses.
- A high proportion of learners who complete advanced level programmes secure jobs or places on higher education courses. Most learners on foundation programmes move successfully to the next level. However, a significant minority of learners who complete intermediate courses do not progress to advanced programmes. Around a third of adults on employability programmes successfully achieve employment, which is higher than for other providers in the Yorkshire and Humber region.
- Managers monitor the performance of different learner groups and have suitable actions in place to improve them; as a result, there is no significant difference in achievement between learners.

## Types of provision

### 16 to 19 study programmes

### require improvement

- The college provides study programmes for over 6,000 learners, covering a wide range of subjects from entry level to level 3 with good progression routes. The large majority of the provision is vocational. There is also a significant A-level programme.
- The quality of teaching and learning on study programmes requires improvement. Too many lessons fail to meet the individual needs of learners. Insufficient challenge in lessons results in most-able learners not making the progress that they should based on their initial starting points. In contrast, teachers in film studies provide very good stretch and challenge for all learners to enable them to reach their full potential. Most-able learners are used to support the learning of their peers by sharing draft article text and explaining its technical content.



- Assessment of learning by teachers in lessons is not being done to a high enough standard. Most teachers are unable to identify the progress being made because learners' starting points are not being measured well enough. The tracking and monitoring of learners' progress is not yet having a sufficient impact on increasing the proportion of learners who achieve their qualification and high grades.
- In the majority of functional skills and GCSE English and mathematics lessons, teachers do not consider individual learners' starting points sufficiently. As a result, learning activities are not matched to ability and some learners do not make rapid enough progress. In addition, only a minority of learners achieve high grades.
- Learners benefit from good careers advice and guidance. They are placed onto appropriate courses that build upon their prior attainment. Retention rates have improved this current year as a result. Impartial careers advice is offered to all learners and progression onto further education and employment has increased over the past year.
- Learners develop appropriate employability skills to aid in their transition to further employment, training and education. A-level learners experience a bespoke learning pathways programme. In creative media, learners meet industrial professionals and obtain invaluable work experience with local radio and television. Learners in law gain effective support from academic experts when applying to university and they prepare well for future employment by working with local solicitors.
- Learners benefit from the wider aspects of their study programmes. They participate in a variety of suitable activities to prepare them for work, including realistic working environments, project-based assignments and enterprise activities. Around a third of learners have benefited from external work experience so far. Managers recognise that the number needs increasing and have a plan to increase it significantly in the current year. The quality of placements is good: for example, catering learners work with local restaurants, and hair and beauty learners develop their skills with local hairdressers.
- In vocational courses, learners develop good practical skills applicable to their future career aspirations. For example, dental technicians can effectively create teeth casts for various oral procedures and BTEC science learners can carry out experimental procedures applicable to forensic and food laboratories.
- Learners' behaviour in college is good. The majority of learners show respect for each other and their teachers. Additional learning support, particularly for high needs learners, is effective in supporting their independence and increasing their confidence.

## Adult learning programmes

## require improvement

- Approximately 6,800 learners are following functional skills, employability, ESOL and a wide range of vocational programmes. The vast majority of learners are working towards achieving qualifications. Learners with prior achievement are placed on programmes that are not sufficiently challenging and gaps in learners' achievement are not always identified from the start. As a result, programmes do not always meet different learners' needs.
- Learners' English and mathematics skills in the majority of lessons are under-developed. Teachers do not routinely highlight and reinforce these skills and, as a result, learners do not fully appreciate their importance in enabling them to progress. In a minority of lessons, teachers plan carefully to ensure that learners practise their mathematical skills as part of their activities, so, for example, they are familiar with angles for cutting hair.
- Progress towards individual targets is not regularly reviewed, recorded or shared. Teachers delivering different strands of a learner's programme do not routinely share information. As a result, the majority are making slower than expected progress across the different elements of their programmes. The attainment of qualifications is low, particularly for those learners whose learning goals include English and mathematics.
- There is insufficient planning of learning activities in lessons to meet individual needs and to challenge the most able. As a result, learners are not making their expected progress. Learning activities are generic and do not take into account the different range of abilities. Where planning is more effective, learners benefit from a range of engaging learning activities which inspire and motivate them to achieve. Infrequent checks on learning result in learners not being sufficiently challenged to make good progress.
- Good development of work-related skills prepares learners well for their next steps. On employability programmes, learners benefit from work experience that links to intended employment routes. Learners on occupational programmes develop industry-standard skills that prepare them for chosen careers: for example, in accountancy, learners apply newly developed skills to complete balance sheets and VAT returns.

- Learners develop confidence and personal skills that prepare them well for life and work. Learners from diverse backgrounds work well together and are respectful of each other. They work effectively in teams in real working environments and second language learners build confidence in applying their language skills in a range of activities.
- Staff work well with partners, such as Jobcentre Plus and employers, to develop courses for a diverse range of learners and, as a result, they progress to employment. Employability programmes for lone parents enable them to build self-confidence, and courses for taxi drivers equip them with the knowledge and understanding required for safe and responsible taxi driving.
- Teachers and other staff provide good information, advice and guidance so learners have good awareness of progression routes, which inspires them to pursue their education and employment goals. Learners use progression information and advice to plan their career and life ambitions effectively.

## **Apprenticeships**

**are good**

- There are currently around 1,500 apprentices, almost all following programmes at levels 2 and 3 with a small number at level 4. The majority are on programmes in business administration and law; engineering and motor vehicle; health, public services and care, and hair and beauty. Smaller numbers of apprentices are on programmes in science and mathematics; construction; information and communication technology; agriculture, horticulture, animal care, leisure, travel and tourism. Apprenticeships are contributing well to reducing local skills shortages.
- Managers have successfully implemented robust improvement strategies, which have been effective in improving poor success and timeliness rates. Managers are effectively monitoring detailed improvement action plans for each curriculum area. The monitoring of apprentices' progress is rigorous. Regular meetings take place to enable early interventions where concerns about an apprentice's performance arise. This has resulted in a significant improvement in retention in the current year and apprentices are now making expected or better progress.
- Apprentices benefit from good careers information, advice and guidance. Teachers, assessors and employers use initial assessment and diagnostic assessment well to ensure that apprentices are placed onto an appropriate apprenticeship at the correct level.
- Most teachers plan lessons well and use a wide range of teaching and learning strategies. Teachers link theory and practice well with good examples from the workplace. However, there is insufficient planning in a minority of lessons to meet the individual needs of apprentices, and most-able apprentices are often not challenged sufficiently to enable them to reach their full potential.
- Apprentices benefit from frequent good-quality workplace assessment. Assessors use questioning well to check and confirm apprentices' understanding.
- Apprentices' written work is of a high standard because staff provide helpful advice and correct spelling and grammatical errors. Apprentices recognise that English spelling and grammar are essential workplace requirements and there is clear evidence of apprentices' written work improving over time. However, the development of mathematics in lessons is insufficient and results in late completion of mathematics functional skills for a small number of apprentices.
- Employers provide good support that enables apprentices to develop highly relevant vocational and work skills. Employers value the skills, knowledge and enthusiasm of their apprentices and many apprentices develop complex skills at work. For example, apprentices in learner support in a local university become confident in the resolution of problems and develop their communication skills to a high level.
- Apprentices quickly develop a good attitude towards their learning, and attendance rates are outstanding. They value and enjoy their college courses which give them essential information and guidance for their future careers. As a result of developing skills and knowledge, a very large majority of apprentices gain permanent employment.
- Apprentices feel safe and adopt safe working practices. They have a clear understanding of equality and diversity, safeguarding, 'Prevent' and radicalisation. They also know whom to approach if there are any issues.

## **Provision for learners with high needs**

**is good**

- The college currently has 235 learners in receipt of high needs funding from four local authorities. Around half of learners are on discrete foundation programmes, and the rest are on vocational courses across the college from entry level to advanced level. Learners with high needs make good progress on their courses and almost all achieve their qualifications. On completion of their programmes, the vast majority of learners progress successfully onto further study at a higher level in the college, further study elsewhere or to employment.



- Initial assessment of learners' starting points is good. Staff manage learners' transition from school to college well. Their assessment of learners' abilities and support needs before they join the college draws on a wide range of sources, including interviews with learners and their parents or carers.
- Learners enjoy their studies and make considerable progress in increasing their self-confidence and their ability to work well in new situations. For example, a level 3 learner in brickwork with considerable support needs is making good in-year progress.
- Effective support helps learners to overcome barriers to their learning and improve their skills quickly. Learners benefit from good opportunities to carry out meaningful work-related activities through, for example, preparing and serving food in the college shop. They quickly develop very good work-related skills and gain the confidence to work as part of a team.
- Teachers have a very good understanding of each learner's support needs from the work undertaken by the special educational needs coordinators. They make good use of resources to help learners to develop their communication skills, enabling learners to become much more independent and self-confident.
- Learners across the college demonstrate considerable respect for their peers with high needs. Learners are well supported to enable them to be effectively integrated into mainstream college courses. Learners say they feel safe and are well supported during their course by all staff.
- Teachers develop learners' basic English and mathematical skills well during lessons and practical sessions. Learners working on enterprise projects are confident in their interactions with other learners and staff.
- In a minority of cases, the assessment of learners' work is not completed regularly enough. Written feedback is limited, and learners are unclear about what they have done well and what they need to do to improve. Teachers do not routinely provide learners with feedback during classroom activities. As a result, a minority of learners make slower than expected progress.
- Not enough progress reviews are undertaken to ensure that learners are making good progress. Targets on vocational courses are not routinely set or monitored and, as a result, some learners are making slower progress than expected in their lessons.
- Not all learners who are ready carry out external work placements and progression into work is limited. The majority of learners progress onto higher-level courses. A small number of learners have recently started a supported internship.

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16–18/19+
<b>Approximate number of all learners over the previous full contract year</b>	10,619
<b>CEO</b>	Paul Corcoran
<b>Website address</b>	<a href="mailto:info@sheffcol.ac.uk">info@sheffcol.ac.uk</a>

## 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)	1,083	1,834	1,220	1,153	2,944	926	2	39
	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	447	596	208	296	N/A			3
Number of traineeships	16-19		19+		Total			
	28		N/A		N/A			
Number of learners aged 14-16	N/A							
<b>Funding received from</b> <b>At the time of inspection the provider contracts with the following main subcontractors:</b>	Education Funding Agency (EFA)/Skills Funding Agency (SFA) <ul style="list-style-type: none"> <li>■ A&amp;S Transport Training</li> <li>■ Centre for Business Development</li> <li>■ DC Training and Development Services</li> <li>■ Skills Network</li> <li>■ Gao-Shan Security Ltd</li> </ul>							

## Information about this inspection

### Inspection team

Andrea Machell, lead inspector	Her Majesty's Inspector
Paul Cocker	Her Majesty's Inspector
Pamela Blackman	Her Majesty's Inspector
Heather Barnett	Her Majesty's Inspector
Tracey Baron	Ofsted Inspector
Kate Brennan	Ofsted Inspector
Thomas Fay	Ofsted Inspector
Ian Robinson	Ofsted Inspector
Joanna Stokes	Ofsted Inspector
Jean Webb	Ofsted Inspector

The above team was assisted by the 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, employers and stakeholders; 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



Student View is a website where students can tell Ofsted what they think about their college or provider. They can also see what other students think about them too.

To find out more go to [www.studentview.ofsted.gov.uk](http://www.studentview.ofsted.gov.uk)



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

