

Inspection dates	9–12 February 2016
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 students	Requires improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Requires improvement
Apprenticeships	Requires improvement
Provision for students with high needs	Good
Full-time provision for 14- to 16-year-olds	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a provider that requires improvement

- Not enough 16–19-year-old and adult students complete their learning and achieve their qualifications.
- The attendance rate in too many lessons is low and the punctuality of a few students is poor.
- A small minority of teachers do not have the required skills to manage poor behaviour and low-level disruption well enough.
- The teaching of English and mathematics is not sufficiently strong.
- The quality of teaching and learning is not resulting in enough students making good progress.
- In recent years, the college has not achieved its quality improvement targets and the rate of improvement has been too slow.

The provider has the following strengths

- The inclusive ethos and the range of the curriculum provide access to training and education for many students with little or no prior attainment.
- In the current year, managers have successfully implemented a range of strategies to improve retention rates across all programmes.
- Leaders have taken appropriate actions to remove the poorly managed apprenticeships and are implementing higher standards of training and assessment for apprentices.
- The practical skills development and knowledge that students gain prepare them well for employment.
- The good provision in 14–16 and high-needs areas of provision are resulting in high success rates and high levels of positive progression.
- The strong partnerships established with local and regional stakeholders ensure that the college meets the local needs and priorities of the region well.

Full report

Information about the provider

- Leeds City College (LCC) was formed following the merger of Park Lane College, Leeds Thomas Danby and Leeds College of Technology on 1 April 2009, bringing together specialist provision in a number of key areas, including hospitality, engineering, creative and digital, and professional and business services.
- In 2011, LCC merged with Joseph Priestley College and formed a strategic alliance with Leeds College of Music, making it one of the largest colleges in the country, enrolling over 45,000 students each year. Adults represent 82% of the college's student population.
- A large proportion of the students at the college come from areas in and around the city that are in the highest 10% indices of both social and economic deprivation ratings. Around 60% of the current students entered the college with little or no prior attainment and many have a history of a poor experience of formal education.
- In the Leeds City region, 16–18 year-olds classified as not in education, employment or training (NEET) represent 5.1% of the population for that age group. At district level, Leeds, as the largest urban centre within the City region, has the highest number of NEETs at 6.4%, and this is higher than the figure for England.
- All local authority areas within the City region have increased the proportion of students achieving five or more A*–C grades, including English and mathematics, at GCSE. However, there are notable differences at district level. The Leeds City region average for 2013/14 was 54.1% compared with Leeds at 50.2%. Historically, Leeds has fallen behind the City region average since 2009/10 and falls below current Yorkshire and the Humber and national averages, at 53.1% and 52.6% respectively.

What does the provider need to do to improve further?

- Leaders and managers should maintain a strong focus on improving teaching, learning and assessment and ensure that their quality improvement plans to raise the level of students' achievement are implemented swiftly and fully.
- Share the existing good practice across the college so that teachers have an individualised action plan, which managers monitor rigorously to ensure that they secure rapid improvements in performance.
- Teachers and assessors should use all the information available to them about students' and apprentices' prior attainment and levels of skills and knowledge to plan learning that enables them all, including the most able, to make good or better progress.
- Tutors should provide all students and apprentices with precise targets that take into account their starting points, future career and education aims. Teachers and assessors should use these targets with students and apprentices to raise their expectations and support them to achieve their full potential.
- Teachers and assessors should ensure that students and apprentices receive timely and detailed feedback on marked work that helps them to improve their work and to make more rapid progress.
- Teachers should use a wider range of strategies and resources on English and mathematics qualifications to maintain students' and apprentices' interest in the subjects and help them to apply the skills they learn to their academic, vocational and apprenticeship courses.
- Managers and teachers should take action to improve the attendance and punctuality of all students, and bear down on the poor behaviour of the small minority of students who disrupt lessons, so that all students are able to maximise their learning and improve their progress.
- Take appropriate actions to ensure that more students successfully achieve their primary learning goals by ensuring that the strategies to improve retention are successful and more students experience high-quality teaching and learning.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Governors and college leaders have successfully steered the college through several turbulent years of mergers and financial restraint to form a single college. The college is a major provider of post-16 education and training with a very diverse range of students and courses at all levels. To satisfy student needs, the college works extensively and flexibly in partnership with many organisations, including Leeds and Bradford local authorities, the local enterprise partnership, the Department for Work and Pensions, schools and employers.
- In recent years, the college has not achieved its quality improvement targets and the rate of improvement has been too slow. While some closely monitored areas have improved, other areas have declined through lack of scrutiny and management action. Data reporting and general action planning have not been effective, managers have not been accountable for poor performance and a small minority of pockets of underperformance have persisted.
- The new college Principal, appointed in October 2015, and the governing body, have agreed challenging and aspirational performance targets for the college to raise standards and expectations of students' outcomes. They have embarked on a programme of culture change to raise standards leading to students' enjoyment, development and success. The 'I'm In' initiative of positive behaviour and attitudes to learning shows early signs of impact, although some low-level disruptive behaviour persists and student attendance is too low.
- The newly revised college structure ensures clear allocation of management roles and responsibilities and is starting to improve consistency across all campuses. To increase accountability, the number of middle managers has been reduced and they have more authority and responsibility for curriculum, staff, budgets and students' outcomes, including the English and mathematics achievement of their students. Managers support heads of department well through training and coaching, and they are enthusiastic about these changes.
- Leaders and governors have implemented a comprehensive business-planning framework, devolving ownership and accountability throughout the college and establishing a clear framework for scrutiny at departmental level. Through this rigorous process, they monitor performance against strategic and quality priorities four times a year. Staff understand the framework well and it links well to the new, more robust staff performance review process. However, it is too early to assess the impact on students' outcomes.
- Self-assessment of college performance is accurate. Managers use a broad range of performance data well to inform judgements, including the views of students. Previous gaps in the monitoring and self-assessment of apprenticeship and sub-contracted provision have been addressed, although managers have yet to secure consistently high standards in teaching, learning and assessment.
- The college has revised lesson observations to make judgements more robust by incorporating the impact of teaching on students' learning and success. Extensive and focused learning walks take place. The college's analysis of the quality of teaching, learning and assessment is more realistic in 2015/16 and now identifies weaknesses accurately.
- Close links between the teaching and learning team and the quality team result in appropriate and timely continuing professional development opportunities that are closely aligned to needs identified through lesson observations. The college has accurately assessed the need for improvement in English and mathematics teaching and greater challenge in lessons; while they have delivered much training, they need to do more to raise the quality consistently. The college's managers have addressed the strategic priority to increase the effectiveness of information learning technology in 2015/16 innovatively through the establishment of the 'virtual' academy for staff.
- The promotion of equality and diversity within the curriculum is strong. Students are culturally aware and the college is inclusive. The Students' Union proactively promotes equality and diversity, organising student events that relate well to the enrichment programme. While the equality and diversity committee takes action to eliminate gaps in achievement between student groups, some Black and minority ethnic groups do not achieve as well as White students. Managers have revised the self-assessment framework appropriately this year so that each curriculum area identifies and agrees actions to narrow the gap for underachieving students.

■ The governance of the provider

- The small team of talented and committed governors uses its expertise well to support and challenge developments within the college to the benefit of students and the regeneration of Leeds. All governors now participate fully in the entire range of corporation decisions. This increases their knowledge of the college curriculum and improves their focus on quality improvement. They are very active in the validation of the college's self-assessment. Governors know the college well.
- Governors steer the strategic direction of the college effectively. Their knowledge, skills and networks are crucial in establishing the long-term direction of the college. They have supported college managers in the merging of several colleges and in the difficult decisions they have taken to reduce expenditure and reshape the college over the past two years.
- Governors now have closer oversight of the curriculum, enabling them to play a greater role in raising standards and expectations. They now monitor and challenge the action of senior managers more robustly. For example, governors have radically reduced the number of sub-contractors delivering apprenticeship provision.
- Governors recognise that the rate of improvement in student success rates has been too slow and they have established, and chair, 'task and finish' groups to speed improvement. However, while these show signs of success, performance in other areas of the college has declined. While inappropriate growth of sub-contracted apprenticeship provision nationally was initially unchallenged by governors, they are now holding managers to account for improvement through the apprenticeship task and finish group.

■ The arrangements for safeguarding are effective.

- Managers work well with local agencies and the specialist college governor to provide a safe environment for students across all campuses. They have high levels of awareness of local needs and strong links to provide specialist support, including for mental health, a growing area of need. The Students' Union plays an active role in campaigns that highlight dangers and equip students to stay safe. College managers proactively develop online safety. Surveys of students indicate that they feel safe at college.
- Staff receive extensive training in safeguarding, which is closely monitored. Teachers and pastoral support specialists are confident to identify students at risk. A network of highly trained 'stay safe' officers across all campuses ensures rapid and appropriate response and support to students if safeguarding issues arise or if students self-refer for help.
- The safeguarding team works closely with the police and local authority to protect students from the dangers of radicalisation and extremism. Managers are active on the Prevent group in both Bradford and Leeds. Staff ensure that they make most students aware of the dangers through the college's enrichment programme delivered by trained specialist pastoral staff. Despite an ambitious programme of face-to-face Prevent training, not all staff have completed it.

Quality of teaching, learning and assessment requires improvement

- Managers have accurately identified the weaknesses in teaching, learning and assessment that resulted in a decline in students' and apprentices' achievements in the previous year. They have started to implement appropriate actions to reverse this trend and have successfully eradicated much poor practice. However, the quality of teaching, learning and assessment, particularly for English and mathematics, requires improvement.
- Teachers do not consistently plan and use learning activities that meet the individual needs of all students and as a result, many students, especially the most able, do not realise their full potential. In a significant minority of lessons, the pace is too slow, which results in students losing interest in activities and distracting those who are trying to work by talking and using inappropriate behaviour. A small minority of teachers fail to challenge poor behaviour well enough.
- The majority of teachers' and assessors' skills in setting targets for students and apprentices to raise their aspirations and support them to achieve are not effective enough. On the majority of courses, including apprenticeships, teachers do not match targets closely enough to students' aspirations. Students on these courses do not make progress quickly enough to succeed. On a minority of courses, for example media and makeup, teachers set and review precise targets with students in order to keep them on track so that they achieve.

- In lessons, a minority of teachers use only a narrow range of strategies to check students' and apprentices' learning and understanding or to develop their knowledge further. Ineffective assessment strategies fail to elicit responses from all students, and as a result, teachers do not have a secure enough understanding of the progress all students have made in lessons. For example, in mathematics, teachers do not always check that all students can confidently use a working method correctly before moving on to the next stage of learning.
- Too much teaching and learning in English and mathematics lessons fails to interest or motivate students and, consequently, too many students make insufficient progress in improving their skills and achieving their qualifications. Students often do not understand the relevance of what they are learning in relation to their academic or vocational studies.
- Teaching, learning and assessment are often more effective in practical lessons. Teachers use their subject and occupational knowledge well to develop students' practical skills. Students are enthused, motivated and eager to apply skills in a practical context. Students develop practical and technical skills well, such as in hairdressing, beauty therapy, media and makeup, and catering, where most students produce high-quality work more frequently and progress is consistently good.
- Many teachers successfully develop the personal and social skills that students need for life and work. For example, health and social care and childcare students develop their communication skills and ability to cope with a range of health and care needs, which prepares them well for work. English for speakers of other languages and employability programmes develop students' self-confidence in speaking clearly and in everyday mathematical skills, through preparing for job-interview questions and calculating salaries focusing on the impact on family budgets and community life.
- In most subjects, and on all provision types, teachers plan assessments well and students know when and how these will take place. Assessment tasks are mostly interesting and in vocational subjects are set around employment scenarios so that students know how they can use the knowledge and skills they gain in their future careers. In a large minority of cases, teachers do not provide students with sufficiently detailed written feedback following assessments in order to help them know how to improve.
- Most teachers use learning technology well to support students on study programmes. The college's virtual learning environment provides students with a wide range of resources and activities to enable them to extend their learning and carry out research outside the classroom. For example, in sport, students photographed their work using smart phones and then uploaded them to keep a record of their work. Students in media and makeup receive good feedback online from their tutors that enables them to improve their work.
- Support for students who need extra help is highly effective, particularly for students with learning difficulties or disability. This enables students to participate and make good progress. Students have access to a wide range of specialist support, which caters well for a diverse range of individual needs.
- Students benefit from an inclusive learning environment where everyone is welcome. Teachers promote equality and diversity well through teaching and learning. The majority of teachers help students to gain a good appreciation of social and cultural diversity. Students participate well in discussions on current social topics, through which they develop an understanding and an appreciation of a range of different cultures, faiths and views.
- Teaching, learning and assessment for 14–16 full-time and high-needs students are very effective, enabling the vast majority of students to make very good progress from their starting points, and all progress to a positive destination.

Personal development, behaviour and welfare

requires improvement

- In a small minority of lessons in both 16–19 and adult provision, a small number of students do not attend or they arrive late. Managers monitor attendance closely and work hard to improve it, but college data indicate that attendance rates have declined quicker and more substantially than over the same period for last year.
- In a significant minority of classes, teachers do not sufficiently challenge or manage low-level disruptive behaviour by a small number of students well enough. However, in the majority of lessons, students engage fully and follow the expected guidelines for behaviour and have mutual respect for staff and other students. The recently introduced 'I'm In' initiative very successfully promotes the benefits of improved behaviours and attitudes to learning.

- Students on study programmes benefit from a revised enrichment programme delivered by coaching tutors. This is well structured and it contains relevant content to develop their knowledge and understanding of how to stay safe in both the community and online. Units include coverage of a range of topics, including Prevent issues around exploitation and extremism. The programme also covers issues such as health and welfare effectively. Full-time adult students have a tutorial programme, but managers do not ensure that all adult students receive a consistent approach to the delivery of relevant topics.
- Study programme and adult students experience a good focus on developing their employability skills, especially those students who are unemployed adults. Most students come to the college from very low starting points with little or no prior attainment and they develop a wide range of skills, including improved levels of confidence and self-esteem and aspirations for their future.
- Personal development, behaviour and welfare are particularly effective for the 14–16-year-old students, many of whom have had trouble at school. The college successfully creates a positive culture and supportive environment for these students, epitomised by mutual respect, good behaviour and a growing keenness to learn.
- The 14–16-year-old students develop a wide range of additional skills such as teamwork and negotiation and are developing a good understanding of the requirements of the world of work, such as regular and punctual attendance and participation in a work-experience activity.
- Students with high needs demonstrate a positive attitude towards their time at the college. Attendance is good and effective information and guidance prepare them well for their next steps.

Outcomes for students

require improvement

- Success rates for 16–18-year-old students, who represent around two fifths of the college's student population, have declined over the last three years and are well below the current national average figure. Although the success rates for adults are higher than for 16–19 year-olds, they are also just below national average figures.
- Apprenticeship success rates have been poor for the last two years, but new managers have taken decisive actions and the current apprentices now make better progress and a higher proportion are on schedule to achieve within their planned timescale this year.
- In the current year, managers have successfully implemented a range of strategies to improve retention rates across all programmes. The in-year data are indicating a 5% increase in retention compared with the same time last year.
- Success rates for 16–18-year-old students on level 1 and level 2 courses are lower than for those on level 3. For adult students on level 3, success rates are higher than for those on levels 1 and 2. Students from minority ethnic groups with significant numbers, such as Caribbean and Pakistani students, succeed less well than the White English majority in both age groups.
- Too few students successfully achieve functional qualifications in English and mathematics, or high-grade pass marks for GCSEs in English and mathematics.
- For a significant minority of students undertaking studies in areas such as direct learning support, business administration, business management and marketing and sales, information and communication technology for users, and politics, success rates have been significantly better than for the majority of other areas in the college's provision and are good.
- The positive destination rates for students aged 16–19 years attending study programmes are good, with many progressing to further education at a higher level, higher education and employment. Success rates on A-level programmes improved last year and are now in line with the last published national average level. However, the number of students progressing from AS to A2 level is low.
- Progression from the access to higher education programme is excellent as nearly all of the students gained places at a range of local, regional and national universities. Students attending the 14–16 programme also achieve well, particularly considering their low starting points, and a large majority progress to further education. High-needs students also make good progress and develop their independent living skills well.

Types of provision

16 to 19 study programmes

require improvement

- Around 5,400 students are currently on the 16–19 study programmes, which account for just under 40% of all provision. Half follow a main qualification at level 3, with most doing vocational qualifications in health and social care, visual and digital arts, or business and applied information technology. A small minority are on A/AS-level or mixed programmes.
- While the large majority of teaching and learning is good at the Technology Campus, staff in a significant minority of programmes located on other college sites do not have sufficiently high expectations of all students. Teachers do not challenge systematically the most-able students with extension tasks to move them to the next level of learning, and often allow the less-able students to work at too slow a pace.
- Students do not always engage and contribute sufficiently well in their programmes. The large majority of students attend regularly and punctually and are prepared. However, this is not always the case for a small minority of students. Staff do not always manage the challenging behaviour of students with sufficient confidence to re-engage them successfully in tasks without disrupting learning.
- Assessment and target-setting are not sufficiently rigorous and demanding. Learning goals are often too broad and lack focus. Teachers do not always probe students to monitor understanding and this often hinders the students' progress. Oral and written feedback to students does not always guide them on what they need to do to improve and how to develop their work.
- Staff do not sufficiently integrate the development of English in vocational lessons. Often students do not take notes during lessons, for example during the viewing of video clips or teachers' or peers' presentations. Teachers do not systematically check spelling mistakes on whiteboards and the misuse of capital letters or punctuation in students' work. The integration and development of mathematical skills are not yet consistently good. While in the better lessons, teachers integrate numeracy well in vocational learning, this is not the case in all subjects and at all levels across all college sites.
- Teachers have good subject and industry knowledge, and this helps students to develop practical and employability skills, and to understand the requirements of the industry. Students make good progress, for example in law, health and social care, childcare, media and makeup, music, IT and joinery lessons. They develop their self-confidence well and use specialist terminology with assurance. The large majority learn to communicate with their peers effectively and to manage their time efficiently.
- Accommodation and resources support learning well on the vast majority of sites. Students benefit from learning in environments that reflect industry standards well, for example on construction, music, and hair and beauty programmes. On a very large majority of programmes, students make good use of information and learning technology inside and outside the classrooms, to research and enhance their work.
- Students benefit from the improved personal support and effective multi-agency work that help those at risk to re-engage successfully with their learning, to become more resilient and to stay on courses. Retention rates have now improved.
- Students enjoy their purposeful work experience and develop vocational and practical skills well. They particularly enjoy working with their peers when teamwork is well planned and directed. For example, music students worked very collaboratively to explore complex aspects of punk music using unfamiliar musical instruments. The very large majority of students participate in relevant and stimulating work-related learning. Employers value the good contribution that students make to the business during work placements. Students have timely access to impartial careers guidance and the very large majority progress into further or higher education, apprenticeships or internships.
- Students feel safe and value highly the support they receive from staff. Students can confidently express differing opinions during discussions and embrace themes related to equality and diversity. For example, a group of level 1 childcare students from various backgrounds enjoyed sharing their views on individuality and identity, and recognise any discrimination involving race, age or sexuality. Women teachers act as strong role models, particularly in information technology and joinery.

Adult learning programmes

require improvement

- There are approximately 5,900 adult students on courses including: foundation access, access to higher education, employability and English for speakers of other languages (ESOL), vocational courses and a range of provision in the local communities. Most are participating on part-time short courses and around 1,000 are full-time students.

- The college's adult learning success is lower than that of similar providers; the proportion of students who achieve a qualification, including in functional skills, requires improvement. According to the college's data, retention in the current year across all adult provision is improving.
- Target-setting and monitoring of individual students' progress are weak. The large majority of tutors do not set useful and individual targets for students that identify their starting points accurately enough. The lack of monitoring of academic and personal in-year progress limits tutors' ability to challenge all students to strive to achieve high aspirations.
- The majority of tutors do not plan well enough to meet the individual learning needs of all students. Students with a wide range of abilities often work on the same task and the majority of tutors do not execute a range of assessment strategies to monitor individuals' progress in lessons. Questions do not always allow students to build on ideas and experiences, develop deeper understanding and as a result do not allow tutors to reshape tasks and explanations.
- Oral feedback is positive and praises students. However, the majority of students do not benefit from constructive written feedback in order to know exactly what they have to do to improve. Tutors do not always highlight spelling and grammatical errors to reinforce the correct use of English and subject-specific terminology.
- Where teaching is effective, tutors use teaching and learning activities to interest and motivate students. All students enjoy their learning, which enables them to improve their knowledge and personal and social skills, make progress in lessons and develop writing and mathematical skills to prepare them for employment and industry standards.
- Most tutors promote and embed equality of opportunity and diversity well in teaching and learning. Students benefit from an inclusive learning environment that fosters mutual respect and pride in their work and contributions in class. This increases their knowledge and understanding of different cultures and community life.
- The provision of initial information, advice and guidance has improved; it is now effective in ensuring that students are on the appropriate course on enrolment at the college. Students on advanced-level programmes benefit from timely and helpful guidance to prepare to move on to higher education. Most tutors provide helpful guidance to students seeking employment.
- The adult curriculum meets the specific needs of the local community and local enterprise partnership priorities of skills gaps, re-engagement and social inclusion. The college works effectively with local councils, Jobcentre Plus (JCP), local employers and a range of community groups to widen participation, develop citizenship in the local community and support students to progress to further learning or employment relevant to their personal needs and aspirations. Progression for students on access to higher education programmes is good. The majority of JCP students are prepared well for work and as a result gained successful employment.

Apprenticeships

require improvement

- Approximately 2,200 apprentices are enrolled on apprenticeships in 10 subject-sector areas. The largest numbers of apprenticeships are in health, public services and care, and business administration and law. There are similar numbers of apprentices on intermediate- and advanced-level apprenticeships, with a small number on higher-level apprenticeships. Four sub-contractors provide nearly half of the apprenticeships.
- In 2013/14 and 2014/15, a high proportion of apprentices failed to achieve their apprenticeships. College leaders did not monitor the quality of provision sufficiently and failed to provide apprentices with the necessary training and support. Most apprentices did not achieve their apprenticeship because of failing their English and mathematics functional skills qualifications.
- Leaders have taken appropriate actions to remove the poorly managed apprenticeships and are in the process of implementing higher standards of training and assessment. Managers are now held to account for the success of their apprentices and they closely scrutinise the performance of the remaining sub-contractors. A majority of apprentices are now on target to complete their apprenticeships within the expected timescale.
- Recent improvements to the quality of teaching, learning and assessment have led to apprentices acquiring the skills they need to contribute to the prosperity of their employer's business. Apprentices develop positive attitudes towards their learning; they are mostly enthusiastic and committed to their studies. Their attendance at training and reviews is high and most develop their knowledge of their industry by sharing experiences from their workplace with each other. A small number are likely to complete their apprenticeship early and a small number are developing high-level skills.

- Apprentices who complete their apprenticeship are highly valued by employers and a very high proportion gain permanent employment or take on additional responsibilities in their workplace. Trainers and assessors ensure that apprentices are respectful and aware of cultural differences and how these manifest themselves in their workplace and society.
- Assessors and trainers do not have sufficiently high expectations of their students. They do not set targets that are sufficiently challenging or take sufficient account of the students' starting point or prior achievement. In a small minority of cases, the training is not sufficiently linked to developing the skills apprentices need to do their job. Trainers and assessors are not sufficiently adept at insisting that apprentices work hard between training sessions to master new concepts or to explain and demonstrate their knowledge during lessons and reviews.
- The assessment and monitoring of apprentices' progress have not improved quickly enough. Managers do not monitor apprentices' performance across the entirety of their framework, and sub-contractors are not reviewing apprentices' progress closely enough. In some areas, such as health and social care, trainers and managers track their apprentices' progress closely, but in other areas this information is incomplete. Managers and trainers track the skills apprentices develop in the workplace, but many do not know the apprentices' progress in functional skills or college-based vocational programmes. Assessors do not always meet regularly enough with apprentices. In one sub-contractor, assessors have not visited too many apprentices regularly enough; in another, the sub-contractor relies too heavily on telephoning apprentices to discuss their progress rather than visiting them in the workplace.
- The apprenticeships offered are closely aligned to the training needs and employment opportunities in the Leeds area. The college has dramatically reduced the number of apprenticeships it offers outside its local area. As a result, more people in Leeds are benefiting from the opportunity to gain an apprenticeship while in work. In some subject areas, particularly at level 3, the college responds to employers' training needs by providing additional qualifications and appropriate units within the apprenticeship. For example, ICT apprentices take an additional course in Java programming that enables them to use state-of-the-art equipment in the workplace to test control systems.
- Most trainers and assessors train apprentices effectively in mathematics and ICT during lessons. Apprentices gain technical knowledge well, for example in the creation of spreadsheets, databases and the mathematics of tensile strengths, and then apply this knowledge during practical sessions and in the workplace. However, apprentices do not develop their skills in English sufficiently. Some trainers do not correct spelling, punctuation and grammar enough and a small number of apprentices are not studying at a high enough level.

Provision for students with high needs is good

- The college currently has 162 students receiving high-needs funding from five local authorities; it teaches the majority of students as discrete groups. One hundred and nineteen students have learning difficulties or disability, and another 43 are on vocational courses, including eight students with emotional and behavioural difficulties. A further eight are on supported employment programmes.
- The development of employability skills is good. Students benefit from supported employment and work-experience programmes and operate enterprise initiatives such as a fruit and vegetable ordering service, a sandwich delivery service, two cafés and a market stall.
- Students develop appropriate independence skills that will support them well in their future lives; they make informed decisions, learn how to travel independently and become confident in speaking out and offering their opinion.
- Staff manage behaviour particularly well for a very small but significant minority of students with emotional and behavioural difficulties who have found access to education difficult in the past. A team of specialist staff uses its expertise and experience and students now attend college regularly. They receive appropriate education linked to their personal skills development and this reflects the good progress they make into mainstream further education programmes or work.
- Students with complex physical difficulties on vocational programmes at levels 2 and 3 have high aspirations and complete a significant amount of work independently; they make at least comparable progress as that of their peers and often progress into higher education. Good use of assistive technology such as voice synthesisers significantly supports their learning.
- The college makes good use of funding to meet individual needs; a variety of support methods is in line with local authority care plans, and variations to support, where required, exist.
- Staff embed mathematics into programmes well for those with learning difficulties or disability; students develop useful money skills, such as by operating the till in the café, purchasing personal items and using tally charts to analyse data.

- Students receive good information and guidance; they are assessed thoroughly as part of their transition into college and receive good advice through tutorials about the progress they are making. They receive good support on issues relating to health, such as how to give up smoking. Students also benefit from an 'oasis space' at each campus that provides students who suffer from severe anxiety with an area to have 'time out' and to be supported by a specialist team.
- A small minority of students with learning difficulties or disability do not develop their English and communication skills sufficiently well; a lack of specialist language therapy input results in students not having access to symbolised resources and signing to support them with their understanding of targets or instructions. Staff do not routinely correct errors in students' written work or indicate how they are able to improve.
- Staff thoroughly assess students to determine their starting points as part of their transition into college. However, target-setting is inconsistent and the targets set for students are often not specific or measurable enough to enable effective monitoring of progress over time. Inclusion for students with high needs is effective; they have respect for one another, are considerate and keen to work as a team. However, access to the college's virtual learning environment for the minority of students with learning difficulties or disability requires improvement; students do not have an adapted format that meets their needs.

Full-time provision for 14–16 year-olds is good

- Around 100 14–16-year-old students attend on a full-time basis at Leeds City College. The college provides a broad curriculum that meets statutory requirements for Key Stage 4. Students follow an individual programme and study a combination of core subjects, vocational options and enrichment activities that prepare them well for their next steps and chosen career path.
- All students are well behaved; they have a positive attitude to learning, are highly motivated and display high levels of respect for the ideas and opinions of others.
- The effective allocation of pupil premium funding through a range of positive activities has ensured that disadvantaged students make good progress in the majority of subjects.
- Safeguarding arrangements are highly effective and the college provides a dedicated and secure area for 14–16-year-old students. Students feel safe at college and feel confident in approaching a member of staff if they have any concerns about their safety or well-being.
- Planning and assessment for learning are highly effective, enabling students to make good progress from their starting points in the majority of subjects. Students make very good progress in GCSE mathematics and GCSE science. However, almost half of Year 11 students are not making expected progress in GCSE English.
- Students develop their social, moral and cultural understanding very well. For example, in assembly, students discussed prejudice and stereotyping within gender, sexual orientation and ethnicity and the current issues surrounding terrorism. Students were able to provide mature and informed responses and respected the opinions and ideas of others.
- Teachers use a variety of teaching, learning and assessment activities in the majority of lessons, and this inspires the students and enables them to enjoy their learning and to develop their skills and understanding well. For example, in GCSE science, the 'CNS dance' was used effectively to help students remember the central nervous system.
- Attendance is very good and the large majority of students arrive promptly for lessons. Staff and managers follow up unauthorised absence promptly, embedding a positive work ethic among the students.
- Tracking and monitoring of students' progress are very effective in the large majority of subjects. However, in a small minority of vocational subjects, not all students know their target grades or could articulate their current progress.
- Staff are suitably qualified with relevant subject knowledge of the 14–16 curriculum; a good balance of vocational experts and teachers with school experience ensures that both academic knowledge and vocational skills are developed.
- Students benefit from effective careers advice, including individual advice and careers events that enable them to make informed choices about their next steps and future career.
- Teachers develop students' reading skills very effectively through an accelerated reading scheme that has a significant positive impact on the students' reading age, which has seen an average increase of 11 months so far in the current year.

- The vast majority of teachers provide detailed and constructive written feedback to students, enabling them to improve their knowledge and understanding, and highlighting spelling, punctuation and grammatical errors.

Provider details

Type of provider	General further education college
Age range of students	14+
Approximate number of all students over the previous full contract year	38,114
Principal	Colin Booth
Website address	www.leedscitycollege.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 students (excluding apprenticeships)	1,045	3,366	1,610	2,010	2,619	985	5	37
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	383	970	166	666	1	118		
Number of traineeships	16-19		19+		Total			
Number of students aged 14–16	104							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of the inspection, the provider contracts with the following main sub-contractors:	<ul style="list-style-type: none"> ■ Norton Webb ■ Back Up ■ Encompass ■ Adaptive ■ Northern College ■ Northumberland Fire and Rescue ■ Fire Brigade Union ■ Cygnus Consulting Ltd ■ Kirklees Industrial Training Ltd. 							

Information about this inspection

Inspection team

Tim Gardner, lead inspector	Her Majesty's Inspector
Andrea Machell	Her Majesty's Inspector
Steven Tucker	Her Majesty's Inspector
Mohammed Feeaz	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Joanna Stokes	Ofsted Inspector
Helen Bramley	Ofsted Inspector
Anne Taylor	Ofsted Inspector
Tracey Mace-Akroyd	Ofsted Inspector
Priscilla McGuire	Ofsted Inspector
Marinette Bazin	Ofsted Inspector
Christopher Young	Ofsted Inspector

The above team was assisted by the deputy principal for teaching and learning, 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 students 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.

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 If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner 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.learnerview.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.

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 students 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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at 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
W: www.ofsted.gov.uk

© Crown copyright 2016

