

# University Technical College, Royal Borough of Greenwich

765 Woolwich Road, London SE7

## Inspection dates

1–2 March 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 pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- During the college's first academic year, 2013/14, the college did not develop its vision for the first cohort of pupils. As a result, expectations were not met and the first cohort of pupils did not achieve well.
- In 2015, attainment and progress in the GCSE examinations were poor. Progress was, however, better in applied engineering, business studies and languages.
- Teaching is now much improved, from a low base, but it is not good enough to help pupils make rapid progress. There is more work to do. Attendance is much improved but remains stubbornly below average.
- Within the new culture of the college, most pupils apply a good level of self-discipline to their work without the support of staff.
- The sixth form requires improvement. Learners have not made the progress expected, and programmes of study and enrichment activities require further development.
- The strategic direction of the college is now clear but the rapid changes that are needed require further work, for example, improving the use of assessment. Furthermore, the key role of sponsors and governors in moving the college forward to a fresh start has been finalised.

### The school has the following strengths

- Pupils currently in the college are making better progress than those in 2014/15. Validated tests indicate that they are on track to achieve better GCSE examination results.
- The senior leadership team provides clear direction. Leaders know the barriers to teaching and learning and have developed practical approaches that staff and pupils understand. Consequently, the college can identify weaknesses quickly and provide targeted support. This is contributing to pupils making better progress.
- The sponsors and the governing body have been strong and forthright in providing strategic direction and in seeking support to secure improvement and assure the future of the college.
- Pupils behave well and are keen to succeed. Good relationships with staff and with each other, together with the new and positive learning environment, contribute to them making better progress.
- Pupils feel safe in the college. There is good attention to safeguarding procedures and systems.

## Full report

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

- Increase the rates of pupils' progress so that outcomes in GCSE examinations, A levels and vocational courses are in line with or above the standards expected nationally.
- Develop teaching, learning and the use of assessment to ensure that a greater proportion of pupils make and/or exceed expected progress in their learning by:
  - ensuring that pupils are suitably stretched and challenged through appropriate setting of tasks
  - increasing the proportion of teaching that is good
  - developing teachers' questioning techniques and feedback so that teachers are better prepared to check the understanding of all pupils in lessons and support pupils to improve their work further.
- Increase the rates of attendance to at least the national average for secondary schools so that the college can strive for the higher attendance target by:
  - ensuring that the planned actions against persistent absentees are not cancelled, and are used to send a clear message
  - ensuring that external services, such as the local authority, respond in a timely manner and do not relax their attempts to extend their reach to reluctant learners and 'hard-to-reach' parents
  - ensuring that all pupils attending are there by choice and want to do the courses offered.
- Develop further and embed all changes made to sustain improvement by ensuring that staff understand the changes, for instance around the use of assessment, so that they are not reactive but responsive to meeting the needs of pupils quickly.
- Build on the support of the sponsors and governing body to roll out the planned strategic vision for the next phase of the college, so that the changes made can be sustained and realised.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- The new headteacher, with the very good support of a strong governing body and the backing of the sponsors and local authority, has been a driving force in regenerating the college. Improvements have been rapid because drastic and decisive actions have been taken to ensure that learning improves.
- Discussions with pupils and comments from the few parents who took part in the survey revealed that when the college was founded, it failed to meet their expectations. Pupils told inspectors that the first year was chaotic. For example, timetables were not in place, too many teachers were unqualified and accountability was unknown. As a result, outcomes were well below average.
- The college is now a new and better place. The following comment from a learner sums up the current situation: 'They have now got their act together'. Pupils are emphatic that they 'can now learn'; behaviour is no longer a major concern, the college is a calm place and 'teachers can teach'.
- Senior leaders have created order in the college by developing new systems. A raft of changes has been introduced and evidence shows that this is making a difference to pupils' learning. The college now has academic and pastoral structures, and teams have clear lines of responsibility. As a result, the college has increased its capacity to improve and is in a better place to develop further.
- The new senior team and governors have a clear vision of how the college should develop and they have set ambitious targets for teaching, the attendance of pupils and their achievement. The vision for improvement is understood by middle leaders and other staff, and a new culture has been created whereby teaching now takes place in a calm learning environment and pupils are expected to behave well and concentrate on their learning. Management decisions have resulted in a high turnover of staff. The college now has qualified staff and a stable workforce.
- The college's leadership is developing its new and aspiring leaders. External reviews and work with partners have contributed to their rapid development. Partnership work with outstanding schools within the London Teaching Alliance and the validation of test papers show that there is increasing accuracy in assessing pupils' work.
- Senior leaders have introduced new systems and procedures for holding staff to account for pupils' progress. Regular meetings with middle leaders, which include questioning them about pupils' progress, have been useful for establishing trends for improvement. These meetings have been helpful to leaders in identifying strengths and areas for improvement.
- The college's approach to assessing pupils' progress provides leaders at all levels with a bank of information. The practical methods of assessing pupils regularly and intensive support are providing a clear picture of how well pupils are meeting the college's ambitious targets. While these short-term plans are currently fitting, the quality of teaching is not good enough in all subjects to close the gaps.
- The marking policy is used but the quality of marking is variable; brief comments do not always give pupils specific guidance on how to make improvements.
- The college can now provide evidence of how senior and middle leaders are checking on the quality of teaching, including pupils' work. They use the findings to provide guidance to staff on how they could improve. Short, intensive weekly training, wider developments and visits to outstanding schools contribute well to staff refining their skills. Nevertheless, monitoring of teaching requires a sharper focus on areas for improvement. Not all departments are equally effective in helping pupils to make and sustain rapid progress.
- The college now has a formal management process that assesses how well teachers are working and helping pupils to make better progress. The process is well structured and appropriately linked to targets and decisions about pay.
- The curriculum currently reflects the primary purpose of the college and typically, not all subjects of the national curriculum can be incorporated in the 40% of time allocated.
- The college's specialisms provide a good match to the pathways that most pupils wish to follow during Key Stage 4 and the sixth form. The college has kept courses offered under review, particularly as the specialist and technical courses offered were not suitable for the first intake of pupils. A new curriculum has been designed for the start of the next academic year when a wider range of subjects, which will offer more breadth and balance across the key stages, will be taught. Project work with industry sponsors and other external partners is now being used well to raise aspirations and provide pupils and sixth-form learners with insight into a range of industries.

- The college has taken a practical approach to accelerate pupils' progress. Extra support is helping targeted pupils who are behind with their work to make better progress. Pupils have limited access to enrichment activities, and wish to have more.
- Targeted intervention ensures that all pupils have equal opportunities to achieve as well as they can. In spite of this support, girls wishing to pursue careers in engineering and/or science, and who are surrounded by a few role models, do not all feel that the encouragement given to follow these pathways is as good as that given to boys. Inspectors agree that gender, as a 'characteristic' of the Equality Act 2010, remains an equality issue.
- The personal development programme prepares pupils well for life in modern Britain. Within this ethnically diverse community, the college gives pupils a sound start for the next stage of their lives, for example by providing them with opportunities to consider their own values and explore their ideas on tolerance, rights, self-control, justice and freedom of speech. The values of developing a personal sense of pride, the rule of law, individual liberty, democracy and equality and mutual respect are very well linked to work on British values and how to avoid extremism. The college equally promotes pupils' awareness of moral, cultural and social development, but there is too little regard to their spiritual growth.
- The pupil premium funding is currently being used to provide additional support to pupils who are behind in English and mathematics. Evidence indicates that they are benefiting from this intensive work.
- The organisation of special educational needs, including the resources and staffing, is well planned. Close monitoring of pupils and well-thought-out actions contribute to pupils receiving the right support to improve their attainment and progress.
- The college ensures that methods for safeguarding and protecting pupils are secure. Rigorous checks are made, and staff liaise well with other agencies when pupils are potentially at risk. Actions taken are timely. Staff have shown thoroughness in addressing pupils missing education, particularly in relation to the Prevent duty.
- The local authority is increasingly vigilant in providing support to the college. Officers now have an accurate view of the college's effectiveness because operations are transparent and reviews are timely. Termly monitoring visits are used well to challenge the leadership team about pupils' performance. Regular visits by the adviser and subject consultants have contributed to improvements in teaching and leadership. The previously slow response to supporting the school to improve the attendance of pupils has been resolved and the response is now more rapid and rigorous.
- **The governance of the school**
  - The restructured governing body is very shrewd, and its members make good use of their expertise in education and their professional specialisms to deliberate the future of the college. They have secured future sponsorship because they are well informed about the college's work and equipped to carry out negotiations linked to all future plans.
  - Governors have a sound knowledge of the college's effectiveness, in particular the strengths and relative weaknesses in leadership. They know about the 2015 results and what pupils' current progress shows in relation to teaching. Although this is a new college, governors have been extremely frank with staff about pay awards; recommendations for a rise will not be recognised until performance in teaching and examination results is good enough.
  - Governors are well informed about teaching and safeguarding as well as how the pupil premium is used. They maintain links with subject leaders, challenge college leaders, visit regularly and keep up to date with relevant training. Governors review the college's financial management and have made sure that the huge deficit will not hinder future plans. They have a clear vision about how the next phase in the college's life will benefit the pupils and local community.
- The arrangements for safeguarding are effective.

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

- The quality of teaching is not consistently strong. The previous lack of attention to learning and gaps in pupils' knowledge adversely affected pupils' progress between 2013 and 2015.
- Senior leaders have taken swift action to tackle pupils' underperformance by maintaining a close watch on the training and development of staff. While inadequate teaching is no longer usual, teaching still requires improvement.

- In lessons, some pupils are stretched and challenged but this is not consistent, and as a result, the most-able pupils are not always given enough opportunities to develop their skills thoroughly. This is particularly so in mixed-ability classes. Discussions with pupils indicate that while the most able understand the rationale behind mixed-ability classes, they are of the opinion that at times, such classes slow their progress because too little attention is given to them. Conversely, they say that when taught in sets, they do not always have openings available to them to extend and develop their learning well. Time is not always taken to develop their skills. The college knows that activities are not always carefully enough balanced to aid learning.
- Teachers do not routinely use questions effectively when probing pupils' knowledge and instructing them. There is some over-reliance on the most articulate pupils answering questions while others listen. When this happens, aspects of learning are glossed over too quickly, and pupils do not learn as well as they could.
- The systems now used to assess pupils' skills and set targets are more accurate. Teachers have specific information on pupils' starting points in English and mathematics when they join the college, and have begun to use this information to plan work.
- Undoubtedly, classroom management and the learning environment are much improved. A few pupils spoken to indicated that lessons can be disrupted by a small number of pupils who are unsettled and not focused on learning. They find this irritating because they are keen to learn. On the whole, classrooms are calm and pupils work purposefully. However, not all pupils take full responsibility for their learning without prompting from the class teacher and other adults.
- The support provided in lessons for pupils with special educational needs or disability and disadvantaged pupils is generally good. Teachers know where support is needed most and provide effective, targeted support for them.
- Across the college, teachers have good subject knowledge and their planning reflects this. Methodical planning ensures that pupils can develop their own ideas, as seen, for example, in engineering classes where Year 11 pupils revisited their assignments and responded well to the detailed comments made by teachers. This enabled them to improve their work from a pass grade to a merit or distinction.
- When good-quality oral and written feedback is provided, pupils are suitably challenged. Teachers help pupils to deepen their thinking by drawing out pupils' knowledge, recapping previous learning and showing how this is linked and relevant, as seen in the Year 13 finance lesson and Year 11 lesson on unseen poetry. Relationships between staff and pupils are good and respectful and pupils value the personal support provided by their teachers and other adults.
- Pupils' literacy skills and numeracy skills are developed through the structured and intensive targeted teaching and support programme. However, in the sixth form, more work is required to improve the teaching of literacy and numeracy in classes and groups with learners who do not have GCSE English and mathematics.
- Most of the few parents who took part in the Ofsted online survey, Parent View, feel that their children are taught well and receive good-quality support. Parents very much appreciate the work of the leaders and staff. Inspection comments from parents who submitted written evidence or spoke to inspectors support their assessment that the college is now providing a better education.

## Personal development, behaviour and welfare

**requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is because not all pupils have developed the self-discipline and maturity required to be diligent when learning. The college could still do more to look at the attitudes of pupils to learning and analyse their views to move forward.

- In spite of the difficulties experienced in the first two years of the college's life, pupils' analysis revealed a mature understanding of the college's journey. Pupils who spoke with inspectors made a conscious decision to remain at the college because they support the specialist education model. Despite the low results, they are proud of their achievements against a backdrop of changes that affected their achievement. For instance, syllabuses were changed in the second year of their courses, and there was a high staff turnover, unstructured days and unruly behaviour. The tenacity and commitment of most pupils to learning have not diminished. They also grasp opportunities to engage in work experience and apprenticeship schemes.
- Pupils and learners seize the support staff offer and use the advice and help that they provide very well. Discussions with pupils indicate that the current staff have had a lasting impact on shaping their development. Pupils' views confirm comments from parents that the college is instilling confidence in their child and increasingly there is pride in identifying with the college.
- Pupils understand the college's reasons for replacing enrichment activities with intensive and personalised coaching to make sure they can achieve well. Pupils therefore grab opportunities provided to work as members of the elected college council or as mentors, undertaking charity work, leading assemblies and acting as ambassadors when parents and potential pupils visit the school. They are keen, however, to have more activities, such as organised trips.
- Pupils are clear about staying safe and whom to turn to if they have worries or concerns. They feel safe and secure, primarily because the precautions taken by the college ensure that all who enter the building are checked and can be identified. The college's work to keep pupils safe comes through the personal education and health work, assemblies and displays around the building. As a result, pupils are very much aware of local and national concerns about keeping safe, for instance, when confronted with different forms of bullying, ideologies around racist behaviour, dealing with gang culture, and activism whether radicalisation or otherwise. Throughout the college, pupils have positive relationships with one another and very much feel they are being prepared well for the world of work and living in a multicultural and diverse society.

## Behaviour

- The behaviour of pupils requires improvement. This is because a few pupils do not attend regularly and attendance is below average.
- While there is clear recognition that the college is now a different place where pupils can learn and behaviour is on the whole good, a few pupils occasionally disrupt lessons and lack the maturity to settle down to learn. Older pupils pointed out that many of those who disrupt are very able and achieved high GCSE grades. Pupils and sixth-form learners put the disruption down to the lack of challenge in mixed-ability classes. Although low-level disruption was not evident in any lessons seen, pupils are of the view that not all teachers are strict enough and that occasionally, silly behaviour prevents the more studious pupils learning well.
- Attendance, currently at 92.4%, is much improved when compared with that for the same period last year. However, it is still too low.
- Most parents and their children have responded positively to the school's work to increase attendance. For example, in Year 11, there has been a 90% rate of improvement among persistent absentees. Nevertheless, stringent actions, including fines and other legal procedures, have not shifted a few who continue to resist attending daily.
- The college's survey of pupils confirms that behaviour is better and the bigger problem of bullying has also been curtailed. A few pupils say that physical bullying still occurs, but rarely so, and they agree that teachers deal effectively with concerns.
- Behaviour in lessons is generally good, primarily because senior leaders have invested a lot of time in reducing unruly behaviour. This is now consigned to the past. As a result, there has been a tremendous decline in behaviour incidents. Conduct around the college and in all public areas, at any time of the day, is good. They are respectful and courteous to each other and different ethnic groups get on very well together.
- Exclusions are rare, confirming that the crackdown on behaviour has been effective. Under the new leadership team, there has been one permanent and one fixed-term exclusion.
- During the inspection, pupils were well behaved and groups spoken to agree that behaviour is much improved.



## Outcomes for pupils

## require improvement

- Standards achieved in the first set of GCSE exams fell well below the standard expected nationally. All groups of pupils, including the most able, made poor progress overall. However, a few groups made at least average progress, including pupils who speak English as an additional language, those with a statement of special educational needs or an education, health and care plan, and those with low attainment on entry.
- The low outcomes are the end product of the challenging period the college went through during the first two years of its history. As a result, there is now a rigorous approach to driving improvement. Changes made have led to a clear direction of improvement and development. Teachers and pupils are focused on improving pupils' learning with the expectation that pupils will attain at least five or more GCSEs at grades A\* to C, including English and mathematics. There is also a strong drive to ensure that standards will not be widely different between subjects.
- Progress in applied engineering was good and pupils made better progress in business studies and languages. The school has capitalised on pupils being able to study a range of modern foreign languages, particularly if the pupils are multilingual. The school does not use early entry for any examinations.
- The school's capacity to support the current cohorts of pupils to achieve better results in the GCSE, A-level and vocational courses is much improved. This is linked to the robust use of regular testing to develop examination techniques and identify where there are gaps in pupils' knowledge. Pupils say that the re-testing is making a difference. This contributes to pupils knowing how well they are progressing. Pupils are increasingly understanding what they need to do to improve their work, and their learning needs are carefully targeted. Pupils say that, 'teachers give help and ensure that they can do the work.' Validation of tests taken is providing senior leaders and staff with a clear picture of the rates of pupils' progress. Assessment information is analysed very well, and staff can quickly spot where the gaps are and if groups are on track, or below or ahead of expectations.
- The information yielded means that most pupils are on track to achieve better results, with the large majority expected to make or exceed the expected rates of progress across subjects and particularly so in English and mathematics.
- The college's tracking system and evidence from lessons, as well as pupils' work, confirm that pupils are making better progress. Current assessment information shows that disadvantaged pupils are responding very well to the intensive tutoring; they take advantage of the tuition and are on track to complete their coursework. Assessment information indicates that they are slightly ahead of others in the college.
- The attention given to supporting pupils who are borderline in the GCSE grades means that all are given a chance to achieve equally well. In lessons, time is taken to ensure that they can read and interpret information accurately when reading and explaining information, in particular examination questions. Inspection evidence shows that the thorough marking in English is helping pupils to know how to justify their answers and to comment on a writer's use of language.
- The most-able pupils are now more assured of achieving the higher GCSE and A-level grades because the college has recruited specialist qualified teachers. Inspection evidence of pupils' work and assessment information indicate that more pupils are expected to obtain the higher GCSE grades A\* to B.
- Pupils with special educational needs receive good additional and specialist support in lessons, which means that their rates of progress are now better.
- Current assessment information on pupils from minority ethnic groups indicates that they are also making better progress and are on target to match outcomes similar to the national average for their respective groups. This is also the same for boys and girls and pupils of White British heritages. Pupils of mixed heritage who achieved some of the lowest results in 2015 are now expected to make considerably better progress.
- The challenge for the college is to sustain the improvements made in order to achieve the ambitious GCSE targets that have been set for this year.

## 16 to 19 study programmes

## require improvement

- Within the first two years of opening, not all courses had outcomes that were in line with the national averages in academic subjects. Too many learners failed to meet the standards expected nationally. Despite the lower outcomes, learners' retention rates in Years 12 and 13 are good.
- Pass rates in vocational programmes are good, and over the last two years learners have achieved better outcomes in the courses offered, when compared with A-level subjects.

- Across the sixth form, learners are now making better progress across all subjects. However, there is still more to do in closing the attainment gaps between different groups and improving the rates of progress at A level. The college has not ensured that a high enough proportion can achieve merits or distinctions in the vocational courses.
- Learners with special educational needs are making better progress than other groups in the college because of the good support provided.
- Teachers know their subjects well and plan lessons to ensure that learners achieve their potential. They make good use of practical tasks to reinforce learning. For example, there is emphasis on real-life and practical illustrations. However, whole-class teaching does not always make good use of effective questioning to assess and reinforce learning.
- Teachers encourage learners to think clearly, and motivate learners to apply themselves. Effective in-class support for learners and good individual tuition sessions lead to learners displaying positive attitudes in lessons. Nevertheless, assessment information is not always closely matched to setting work that challenges learners and increases their independence and knowledge.
- Leaders are committed to organising study programmes and now have a better understanding of what is required in order to do so. However, they have not fully developed the ability to use external links to evaluate and make necessary changes to the post-16 curriculum and teaching and learning. Strengthening and refreshing teachers' awareness of industries and vocational experience require further development.
- Sixth-form learners now have timetables and programmes of work and there is careful monitoring of teaching, learning and assessment and learners' experience. However, there is not enough emphasis placed on using learners' views to make improvements and develop the curriculum further.
- A particular strength of the sixth form is the provision for careers guidance, which is well planned and helpful. Learners develop good work-related and employment skills and knowledge. They gain good insight, information and advice about the range of progression routes at post-16 and post-18, including to apprenticeships or employment. However, some learners would like to have more taster-session days to find out more about the transition process to advanced-level work. Study skills require improvement to ensure that learners begin to take full responsibility for their learning.
- The majority of the first Year 13 cohort went on to higher or further education, while a minority opted for apprenticeship schemes or employment. A low percentage of learners who left the college were not in employment, education or training.
- Learners have a good understanding of keeping safe, and are attentive to health and safety matters. Similarly, they display positive attitudes and are courteous and respectful and have good social awareness. Behaviour is good but attendance requires improvement.



## School details

<b>Unique reference number</b>	139786
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10008133

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	University technical college
<b>Age range of pupils</b>	14–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Of which, number on roll in 16 to 19 study programmes</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Whatford CBE
<b>Principal</b>	Dr Richard Marshall
<b>Telephone number</b>	020 8312 5480
<b>Website</b>	<a href="http://www.utcolleges.org/utcs/royal-greenwich-utc">www.utcolleges.org/utcs/royal-greenwich-utc</a>
<b>Email address</b>	<a href="mailto:info@greenwichwichutc.com">info@greenwichwichutc.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The college is much smaller than the average-sized secondary school, serving pupils from Year 10 to Year 13, with a much lower proportion of girls to boys.
- The proportion of pupils supported by the pupil premium is high. The pupil premium is additional funding for pupils known to be eligible for free school meals, and for children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is high. The largest ethnic groups are White British, those from a Caribbean or Any Other Black background, Any Other White pupils and those from an Asian background.
- The proportion of pupils with special educational needs or disability is above the national average, as is the proportion with a statement of special needs or an education, health and care plan.
- The college works with Right Choice, a local pupil referral unit, to provide alternative education for a few pupils.
- In 2015, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The college opened in September 2013 with 353 pupils in Years 10, 11 and 12. The main specialism offered is construction and engineering. At the time of opening, key appointments were made at senior level, including a Principal and a deputy headteacher. The deputy headteacher left within the first term. By the end of 2013/14 and 2014/15, over one-third of all pupils had left the college.

- A review of the college's work at the end of the first academic year led to substantial changes in staffing, and over half the staff left the college. The second Principal was appointed in October 2014 and two interim vice-principals were appointed to carry out specific responsibilities during 2014/15. The current vice-principal, from an outstanding school, joined the college in January 2016.
- The college has worked with key partners London City Alliance, Education London and the local authority to carry out a range of reviews on the college's effectiveness. Three outstanding schools, Mulberry, Swanlea and St Paul's Way Trust, have provided a range of support as part of the London Teaching Alliance.
- The sponsors and governing body have, with St Paul's Way Trust, a leading player in the college's future plans, consulted with the Department for Education (DfE) and the Education Funding Agency on the next stage of the college's future. The DfE has formally agreed that the college will become an 11–19 free school under a new academy trust in September 2016. St Paul's Way Trust, an outstanding school, is expected to be the main school in the trust.
- The college's specialisms include engineering, design and construction.

## Information about this inspection

- Inspectors observed teaching and learning in 19 lessons, of which 14 were joint observations with members of the senior leadership team. The inspectors also carried out short visits to a few lessons, an assembly and tutorials, known as company time.
- Meetings were held with the Principal and vice-principal, other members of the senior leadership team, a group of middle leaders, the Chair of the Governing Body, a representative from the local authority, and with four groups of pupils. Inspectors also spoke informally with pupils throughout the inspection during break- and lunchtimes. Telephone conversations were held with two sponsors, who are also members of the governing body.
- Inspectors considered the very few responses to the online questionnaire, Parent View, as well as the free-text and written responses. A few parents requested to have either a telephone conversation or meeting with the inspectors.
- The inspectors observed the college's work and scrutinised a number of documents. These included the college's self-evaluation and development plan, records of pupils' progress and behaviour, evidence of systems for protecting and safeguarding pupils (including the safeguarding training for staff), minutes of governing body meetings, and reviews of the college's work.

## Inspection team

Carmen Rodney, lead inspector  
Peter Green  
Charles Rice

Her Majesty's Inspector  
Her Majesty's Inspector  
Ofsted Inspector

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