

# Doncaster College

General further education college

## Inspection dates

26–29 April 2016

## Overall effectiveness

**Good**

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

## Summary of key findings

### This is a good provider

- Senior leaders and managers raise the aspirations, progression and employability of students.
- The breadth and range of the curriculum offer meet local priorities and the needs of both students and local employers.
- The improved and now good system to performance manage staff in a detailed way ensures that they monitor students' progress closely.
- Safeguarding of all aspects of the student experience in the college is highly effective.
- Managers develop and implement good strategies to support lecturers to improve the quality of their teaching.
- Students and apprentices receive good impartial advice and guidance about the options available to them.
- All students, particularly those with high needs and those who are vulnerable, receive good support.

### It is not yet an outstanding provider

- Outcomes, although improving, are not yet outstanding.
- The teaching of English and mathematics requires further development and improvement.
- Not all study programme students access external work experience.
- There is variable attendance across programmes, particularly in English and mathematics, for apprentices.
- Not all teaching is of a consistently high standard.
- Some action plans arising from quality assurance activities lack sufficient focus on the impact they will have.

## Full report

### Information about the provider

- Measures of deprivation are particularly high across Doncaster, including those for crime, living environment and education. Census data for 2011 shows the Doncaster population by broad ethnic group at 95.2% White compared with 85.5% White for the whole of England. Unemployment in Doncaster is higher than the national figure for England. The results on school league tables indicate that only 50% of pupils leaving school in 2014/15 achieved five or more A\* to C grades, including English and mathematics, at GCSE. The achievement rate for Doncaster is considerably below the national rate of 59.2% for state-funded schools.
- Many students at Doncaster College start their programmes from very low starting points. A majority of students starting this academic year do not have a GCSE in mathematics and/or English and a significant minority of them come from areas within the highest indices of both social and economic deprivation.

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

- Maintain the strong focus on strategies to continue the improvement in outcomes for students across all programmes, including English and mathematics. Managers must continue to focus rigorously on identifying students potentially at risk of not achieving so that they can quickly put in place appropriate interventions.
- Senior managers should monitor and evaluate the effectiveness of the processes used to support lecturers to improve their teaching and students' outcomes.
- Increase the number and range of external work-experience opportunities, so that more students on study programmes are able to gain awareness of the demands of commerce and industry.
- Review all quality improvement action plans and ensure that they focus sufficiently on the desired impact.
- Senior managers should take appropriate action to improve the level of attendance across all programme areas, with a particular focus on apprentices' attendance at functional skill sessions.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders, managers and lecturers have high aspirations for students. A comprehensive strategic planning process, led by the principal with close involvement of governors, identifies clear strategic priorities around the curriculum offer, raising standards, inclusiveness, collaboration and improving financial stability and resilience. This has resulted in improvements to students' outcomes and an improved curriculum offer, but managers still need to ensure the college's financial resilience. A revised management structure is effectively driving improvements and plans are in place to improve staff efficiency further for the next academic year.
- Leaders and managers honestly identify strengths and areas for improvement in provision. Managers have successfully improved student retention, success rates for apprentices and pass rates for mathematics and English for students on study programmes. A number of new initiatives are in place this academic year. New appointments made to support improvements in teaching and learning are effective and staff recognise that these have made improvements. Managers now link performance management, which has improved since the last inspection, to a more comprehensive quality assurance process. However, this is not yet sharp enough in identifying accurately the key areas for improvement in teaching so that lecturers consistently stretch and challenge all students. This was a weakness from the previous inspection.
- Managers regularly review the action plans created from the quality assurance processes and those that underpin the strategic priorities. However, some actions are not specific enough or managers do not always quantify the targets set for improvement, which reduces the impact of the actions. Senior managers regularly measure progress in addressing the quality improvement plan, but in a minority of cases, when the rate of progress is too slow or variable across the college, remedial actions are not clear.
- The college provides a broad range of provision that meets the needs of the local economy and students' attainment on entry well. Managers and staff ensure that they closely align the curriculum to local economic needs. For example, the college is a partner in the proposed National College and University Technical College for Rail. A number of other vocational areas are also changing their offer to meet growing employment opportunities better, for example in performing arts. College staff recognise that these changes have not yet led to improved progression to employment for students.
- Managers have introduced study programmes that meet the essential requirements. The majority of students follow programmes that include work-related activities linked to their career goals, and for a significant proportion of students, their programmes include English and mathematics. A number of improvements to the management and organisation of this provision are now in place and pass rates so far this year in these subjects have improved. However, the progress students make across the college in these subjects remains variable.
- Students and apprentices receive good careers advice and guidance prior to the start of their programme and they enrol at an appropriate level and on a programme relevant to their aspirations. As a result, student retention is high. Careers guidance provides students on study programmes and apprenticeships with a clear understanding of possible employment routes, and students feel well prepared for their next steps.
- The promotion of equality and diversity is effective. Lecturers develop students' understanding of equality and diversity issues well; for example, a lesson in health and social care considered the dietary restrictions of different faiths. The outcomes of different groups of students are closely monitored and action taken to narrow any gaps in performance is effective. Managers listen and respond well to the views of minority groups, including the most vulnerable. Regular events promote equality and diversity themes. Staff are aware that while there is some evaluation of how well these events improve students' understanding of diversity, they do not always complete this systematically.
- **The governance of the provider**
  - Governors have a broad and relevant skills base. Senior staff manage their terms of office and they induct new governors well.
  - The governors review the committee structure annually and this is effective. However, the impact of scrutiny and challenge from governors on some key performance indicators is variable.
  - Governors' monitoring of student retention and attendance and English and mathematics pass rates is good. However, the progress in improving students' progression and reducing the college's deficit is slower.

## ■ The arrangements for safeguarding are effective

- Safeguarding is highly effective, steered by a clear policy that includes the promotion of tolerance, democracy and respect. The college provides an inclusive, welcoming and respectful environment. Students feel safe and know how to keep themselves safe online.
  - Arrangements to ensure the safe recruitment of staff are effective. Governors are very active and knowledgeable about the college's safeguarding activities, attending both student and staff events.
  - Priorities identified in the borough inform the work done with students to encourage a safe lifestyle. The transition to, and support in college for very vulnerable students are very effective and a significant number are retained and succeed.
  - Managers respond quickly and effectively to any safeguarding concerns and involve external agencies when necessary.
- Leaders, managers and staff promote an inclusive approach to education that includes developing students' understanding of the Prevent duty and British values. A good array of posters and signs promote these values. However, a significant minority of students are unable to articulate their understanding clearly, particularly of British values, and are reluctant to access online learning modules to develop their understanding.

## Quality of teaching, learning and assessment is good

- A range of strategies to improve the outcomes for students, particularly in English and mathematics, have been successful in ensuring that the majority of students and apprentices now make good progress in relation to their starting points and towards achieving their personal aspirations. Most students and apprentices enjoy their lessons, work and assessment activities and enthusiastically engage in developing the skills required to succeed.
- In the majority of lessons, enthusiastic lecturers and assessors use their vocational experience well to motivate students and apprentices through activities that challenge them to think creatively and apply previously acquired knowledge and skills to new and more challenging situations. In the large majority of lessons, lecturers and assessors reinforce the increased chances of them gaining employment through developing good employability skills.
- Through teaching, learning and assessment and college activities and events, staff promote equality well. All staff demonstrate a clear expectation that they will not tolerate bullying, victimisation and discrimination. Staff challenge students and apprentices to consider how their behaviour affects others.
- In a minority of weaker lessons, staff plan classroom- and work-based activities without considering sufficiently what new knowledge and skills students of different abilities need to develop to make good progress. All students in these lessons undertake the same activities. As a result, students are not sufficiently stretched and challenged and lecturers are not able to assess their learning or monitor the progress that they are making.
- Assessment for the large majority of students and apprentices is good. Oral feedback is clear, helping them to identify what they need to improve to make progress. However, written feedback does not always reflect this detail. A minority of targets recorded lack challenge and clear deadlines and are not specific about what students or apprentices need to do to improve.
- Lecturers on study programmes and apprentices' assessors use individual tutorials and progress reviews effectively to track progress. As a result, students and apprentices have a clear idea of where they are in their programmes and what else they need to complete.
- Lecturers track adult students' progress against vocational assessments and assignments and provide clear feedback and advice on how to improve. As a result, students improve both their confidence and competence.
- Although all staff have had training in the use of the electronic student monitoring system introduced in September 2015, staff and students' use of this varies. Managers recognise that although they have made good progress in implementing the system, a minority of staff require more support in its use for it to become a reliable tool for monitoring students' progress.
- Senior managers recruited more specialist English and mathematics teaching staff and these now work effectively with vocational tutors to better integrate these subjects into students' and apprentices' programmes. Students on study programmes follow GCSE or functional skills qualifications at an appropriate level based on their prior attainment.

- However, not all teaching in English and mathematics has improved sufficiently and a few weaknesses remain. A small number of staff do not provide sufficiently challenging activities for a minority of students on study programmes in their English and mathematics lessons. A few apprentices do not recognise the value of improving their skills in these subjects. Across all types of provision, lecturers and assessors do not routinely identify errors in students' or apprentices' work or help them to improve their spelling and grammar.
- The quality of pastoral support, particularly for vulnerable learners, is good. Students have good access to a range of support services to help them succeed in their studies and to overcome learning or other difficulties that could slow their progress. Staff and managers have strong links with external agencies, local schools, providers and the local authority to support individuals through the steps they need to take to achieve their goals. Staff provide particularly good support to children that are looked after, in receipt of free school meals, are young mothers or students with high needs.

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

**is good**

- Students and apprentices enjoy their time at college; most are confident, self-assured and hardworking and behave well. College staff set high expectations for students and apprentices. Students and apprentices take pride in their work and show enthusiasm to achieve.
- Although improving and good in the majority of lessons, students' and apprentices' attendance in a minority of lessons is low. For example, the attendance of apprentices and students on study programmes is often better in vocational lessons than in English and mathematics lessons. Punctuality in the majority of lessons is good.
- Students and apprentices receive good, impartial information, advice and guidance about the options available to them, based on their plans and starting points. This can include referring them to other providers if this is more suitable for individuals. Students approaching the end of their study programmes receive good advice about the next steps available to them in employment or further learning. Adult learners receive good support to apply for further studies, including completing university applications, or completing job applications and preparing for interviews.
- Apprentices make good progress in acquiring the technical skills required to work in their chosen occupation. They develop the confidence to work independently or as a member of a team, for example in rail-track engineering.
- Online learning modules promote issues and challenges about life in Britain well and provide good support for students to become independent learners by improving their study and research skills. However, a significant minority of students are reluctant to access these learning modules and college managers recognise that they need to do more to ensure that these modules become an effective resource for all students and apprentices.
- Students and apprentices feel safe. They know how to seek help or raise concerns about incidents of bullying or unfair treatment and have confidence that managers and staff will respond quickly and effectively to resolve any concerns raised.
- A number of students have the opportunity to compete in challenging skills competitions at regional and national level. Students of all ages willingly engage in charitable and fund-raising activities.
- Students and apprentices develop good employability skills in the majority of vocational areas. However, for a significant few, English and mathematical skills need to improve further.
- Staff consistently reinforce high expectations and make frequent and good links to industrial and commercial practices. As a result, students and apprentices increase their understanding of the expectations of the sectors in which they hope to gain employment. Although the proportion of students on study programmes who develop their understanding of the world of work through work experience is increasing, not all students benefit from this opportunity. Staff and managers make alternative arrangements for most of these students.

## Outcomes for learners

are good

- Current students at the college now make good progress relative to their starting points. Managers and staff at all levels have successfully improved the retention of students in the current year to a rate that is higher than in previous years. A range of successful strategies have been implemented, such as the more detailed monitoring and review of individual students at course level, and these have resulted in retention now being good. The majority of the current students are on schedule to succeed on time.
- There are no significant differences in the performance of any group of students, although students in receipt of support achieve slightly better than those not receiving support. Adult learners currently succeed slightly better than 16- to 18-year-olds.
- For study programme students in 2014/15, the achievement of their main vocational qualification was good. However, when functional skills results were included, success rates declined significantly, and although better than in the previous year, were still low. In the current year so far, success rates for functional skills qualifications have improved significantly. Adult student success rates also improved in 2014/15, but remained just below the national rate.
- Students' work meets all the required standards and apprentices' work meets industry standards and expectations. Students largely enjoy their lessons at the college and many adult learners identify the significant impact their learning has on their life. Progression between levels of study is good. A significant majority of students progress from level 1 programmes to level 2. A smaller proportion progress from level 2 to level 3.
- Managers and staff at the college participate in a range of initiatives and activities such as 'The world of work' and a 'Graduate employment' programme, both of which improve links for the unemployed with relevant employers. Staff at the college have a strong and productive relationship with the local Jobcentre Plus and are able to provide a flexible and timely response to its requests for specific programmes to meet the needs of local unemployed people.
- Managers and staff recognise that too few students achieve grades A\* to C in GCSE English. The proportion achieving this higher grade in GCSE mathematics is good.

## Types of provision

### 16 to 19 study programmes

are good

- The college has approximately 2,523 students on study programmes in 12 subject areas. The largest areas are health, public services and care, engineering and manufacturing technologies, and retail and commercial enterprise. The largest number of students are studying at level 3 and all students from entry level to level 3 follow a vocational study programme that includes the development of English and mathematics where students have not already achieved these skills at the required level.
- In the vast majority of lessons, lecturers set high expectations and students make good progress. Lecturers plan interesting and highly engaging learning sessions. These are very effective in responding to individual students' starting points. At level 3, there is good development of students' independent learning skills and high levels of intellectual challenge. Lecturers are very caring and committed to the needs of each student, sensitively and expertly supporting each student to achieve and progress to their next stage of learning or employment.
- Students develop very good practical skills and lecturers ensure that they provide learning opportunities that match the employers' and professional standards required, for example, in performing arts, engineering, hospitality and construction trades. This supports students in developing the correct attitudes and behaviours for employment. In engineering, staff tell students at the start of the course that they can manufacture the turned metal item they draw, following successful completion of course units. The standard of items manufactured is high, often demonstrating skills above the current course level.
- There is college-wide support for successful student progression through effective advice both within the curriculum and from wider college services. In health and social care, the staff team has developed an employability passport with local employers. This provides students with records of their enhanced skills and qualifications to provide evidence of their increased employability. There is a good range of progression activities, and students value the guidance and direction provided by lecturers, recognising how this supports their progress and achievement.
- Information, advice and guidance effectively support students to achieve their progression goals. Students are clear as to the level of achievement and skills development required for successful progression. In a sports class at level 1, students compared the knowledge and skills required for a range of paid employment opportunities to identify why higher qualification levels attracted higher salaries.



- Cross-curricular projects help students to develop transferable skills and apply their new learning to real-world settings. One recent project has seen students develop and manufacture a 'memory box', where health and social care, joinery, and painting and decorating students developed a tool to help patients with Alzheimer's disease to retain memories.
- Individual and group tutorials are good and lecturers have adapted delivery to meet the requirements of the study programme effectively. Staff have started to use the recently introduced electronic student progress monitoring system effectively to target and monitor student progress and achievement. Students and staff jointly agree specific and measurable targets; for example, beauty therapy students have completed comprehensive action plans for the last eight weeks of the academic year, which they post on the salon walls and update in each practical and tutorial session.
- The new approach to group tutorials using a range of learning approaches provides opportunities for students to develop a good range of additional knowledge and skills that support their wider personal and social development. However, students do not consistently use the online activities, although they acknowledge how these help with progression and employability.
- Attendance, while improving, is still below the college's target. Recent actions to improve attendance have not yet had sufficient impact; however, the inclusion of English and mathematics 'attendance risk' indicators on the student progress monitoring system reinforces the importance of attendance to English and mathematics classes to lecturers and students.
- While the college is increasing the number of students who undertake meaningful work experience, this opportunity is not yet available to all students who need to develop further their employability skills. However, staff do support students with the development of work-related learning skills through a range of college activities.

## Adult learning programmes

## are good

- There are currently around 3,668 adult learners, about 45% of the college total. Students study on full-time access to higher education programmes, a range of short qualifications that meet employer needs and part-time professional, vocational, GCSE, functional skills and English for speakers of other languages (ESOL) programmes.
- Leaders and staff are working well with employment and community organisations to ensure that programmes meet local, regional and national priorities. They work closely with Jobcentre Plus, local organisations and employers to provide programmes for unemployed people, including effective individualised and flexible information technology programmes for adult learners. Staff design programmes well with clear progression routes and English and mathematics options. As a result, students are able to build up their confidence and skills to move on to further study or work.
- Students develop good employability skills. Programmes for unemployed people enable students to develop their skills in applying for jobs and preparing for interviews. The college provides short employability courses such as in food hygiene and first aid to raise aspirations, overcome barriers and enable students to return to learning. Students, particularly on employment programmes, understand the importance of good attendance; however, in a minority of lessons, attendance is low.
- The large majority of lecturers plan effective lessons and challenge students to discuss and apply their learning. Students are keen to learn and work productively. They make good use of resources for independent study; for example, access to higher education students use online forums to discuss their work.
- Lecturers provide constructive feedback and track students' progress well. Lecturers and students effectively use individual tutorials to discuss progress and students have a clear idea of what they need to do to improve. As a result, most make good and often rapid progress.
- A small minority of lessons in the adult programmes result in less effective learning where lecturers do not plan their teaching to take account of different levels of students' skills and understanding. In these lessons, students with a range of ability, experience and understanding too often work at the same pace and level. Lecturers do not always provide sufficiently challenging work for the most-able students.
- Lecturers prepare students well for further study. On access to higher education programmes, students develop effective study skills and consequently there are noticeable improvements in the standard of written work. They develop good research and critical analysis skills that they require for their next level of study.

- Lecturers integrate English and mathematics skills effectively in lessons so the students see the relevance of these. For example, in hairdressing, students apply percentages and volume to the dilution of liquids. However, lecturers do not consistently correct students' work for spelling, punctuation and grammar and do not always explain the corrections to help students' understanding where English is not their first language.
- Students benefit from lecturers' extensive knowledge and experience and gain a good understanding of how their learning relates to the workplace. For example, staff discussed the health and safety issues of transporting chemicals when running a mobile hairdressing business. In accountancy, the lecturer related budgeting to current financial problems faced by large businesses. Students on an 'understanding cleaning' course develop good knowledge about safe working practices.

## Apprenticeships

## are good

- The college had 1,089 apprentices at the time of the inspection; of these, 60% are intermediate and about 40% are advanced apprentices. Three subcontractors deliver to about a third of the apprentices, and 43% of apprentices are women. The most popular subjects are engineering, hospitality, business and management. Significant numbers of apprentices also follow courses in health and social care, construction, creative digital and media, and supporting teaching and learning in schools.
- Overall success rates and completion within planned timescales have continued to improve, in some cases significantly, and are well above national rates. Progression to employment is very good for rail apprentices who were previously unemployed. Apprentices also progress well within their jobs, developing good skills, taking on extra responsibility, and securing promotions, pay rises and permanent status.
- The management of the apprenticeship provision at the college is good. Information and guidance are effective, particularly for rail apprentices because of the challenging nature of the working environment. Reviews are highly structured, supportive and personalised with a clear focus on development and consolidation of apprentices' vocational and employability skills. The promotion and awareness of safeguarding are good. Employers are actively engaged in reviews and have a clear understanding of their apprentices' progress.
- Assessors use their excellent vocational knowledge and experience to plan learning and assessment that is individualised and challenging, meets employers' needs and reflects current industry practice, often with up-to-date plant and tools. One group of apprentices and their assessors worked as a gang on a major rail project. They impressed the client so much with their work ethic and safety awareness that they won their employer a considerable amount of work on the project.
- The majority of apprentices make good, and sometimes significant progress from their starting points. Most assessors monitor their apprentices effectively, setting challenging targets that link directly to the development of their employability. College managers monitor overall progress well and provide appropriate support when progress is slow.
- Formal assessment meets the requirements of external bodies and is good. Most discussions are informative and constructive, enabling learners to improve. However, written feedback does not always capture the richness of these discussions. For example, feedback does not always identify effectively how apprentices can provide evidence of the full range of their knowledge. Not all lecturers and assessors consistently check apprentices' work for spelling, punctuation and grammatical errors.
- Apprentices enjoy learning, and develop high levels of confidence and self-esteem. They develop good practical skills. For example, carpentry students undertake a range of assignment tasks to industry standard, including producing flights of stairs to scaled specifications and undertaking 'first fixes' to industry standard. They use appropriate English and mathematical skills in both the classroom and the workplace, and through online learning.
- All apprentices demonstrate a sound understanding of safeguarding processes and the vast majority have a clear awareness of the risks associated with extremism and radicalisation. Assessors develop apprentices' knowledge of British values well during progress reviews and classroom teaching sessions and use a range of contextualised examples to reinforce apprentices' understanding.
- A small minority of apprentices are slow to complete the functional skills components of their frameworks. Their attendance is sporadic and occasionally punctuality is poor at functional skills sessions. In a small number of cases, employers are reluctant to release apprentices for off-the-job training and this slows their progress. Managers engage with these employers, and provide alternative options for learners such as learning online, but this is not always successful.



- Senior managers now meet monthly with assessors and curriculum heads to review progress for all apprentices individually, and interventions to improve timely and overall success rates have been successful. Clear guidelines ensure consistency in identifying apprentices at risk of not achieving and they put in place extra assessor support to bring learners back on schedule.
- Subcontracted provider managers have also improved the timeliness of the completion of their apprentices. Like the college, they monitor work progress closely. They have already implemented the college's proposal to have apprentices concentrate on functional skills earlier in their programmes, and some reward good progress with access to well-paid work.

## **Provision for students with high needs is good**

- The college currently has 43 students receiving high-needs funding from two local authorities. The majority of students attend college in mainstream vocational areas, with 12 on entry level 2, three on life skills programmes and four on supported employment programmes.
- Students develop useful independence skills that will support them well in their future lives. They make informed decisions, learn how to travel independently and develop their confidence in speaking out and offering their opinion.
- Students demonstrate exceptional attitudes to work. They behave well and respect staff, college property and their peers. They have high aspirations and make at least comparable progress as other students, often aspiring to run their own business or secure paid employment, or making sufficient progress to access higher education.
- While lecturers embed English and mathematics well into vocational programmes, the progress made by students in functional skills sessions requires improvement. Too often, lecturers teach students in large groups of mixed ability. This does not address sufficiently well the complex nature and high needs of the students. As a result, success rates are significantly lower than those on vocational programmes.
- The development of employability skills is good. Students participate in a range of internal work experience, such as working in the college's commercial restaurant and managing enterprise initiatives, for example, running stalls selling plants and ceramics. Some learners develop additional environmental awareness through working on a recycling project to turn paper into log-burning bricks. Other learners participate in media projects that support the community.
- A very small but significant minority of students access a well-established supported internship programme with a large, national distribution centre and this has resulted in them gaining paid employment. However, the support that other students receive to secure external opportunities is less well developed, although managers have good strategies to develop and improve this further.
- Students and their families receive good information and guidance through tutorials and progress reviews. An experienced team supports students well and promotes effective links with parents and agencies. They support students in crisis sensitively and through difficult times in their personal lives.
- Lecturers assess students thoroughly to establish their starting points as part of their transition into college; however, the college recognises that further development is required to ensure that agreed targets are more specific and measurable to enable effective monitoring of progress over time.
- Managers and staff use the allocated funding effectively to meet individual needs. A variety of support methods meet local authority care plans and variations to support, where required, exist.

## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	14+
<b>Approximate number of all learners over the previous full contract year</b>	7,511
<b>Principal</b>	Mr George Trow
<b>Website address</b>	<a href="http://www.don.ac.uk">www.don.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+
<b>Total number of learners (excluding apprenticeships)</b>	772	918	787	2,092	964	658	0	135
<b>Number of apprentices by apprenticeship level and age</b>	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
<b>Number of traineeships</b>								
	16-19		19+		Total			
	4		3		7			
<b>Number of learners aged 14–16</b>	74							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Aspect Training Ltd</li> <li>■ Deta (2000) Ltd</li> <li>■ Intertrain UK Ltd</li> <li>■ Trackwork Ltd.</li> </ul>							

## Information about this inspection

### Inspection team

Tim Gardner, lead inspector	Her Majesty's Inspector
Malcolm Fraser	Her Majesty's Inspector
Suzanne Duncan	Ofsted Inspector
Howard Browes	Ofsted Inspector
Clive Blanchette	Ofsted Inspector
Alison Loxton	Ofsted Inspector
David Longworth	Ofsted Inspector
Neil Clarke	Ofsted Inspector
Helen Bramley	Ofsted Inspector

The above team was assisted by the acting assistant principal curriculum and quality, as nominee. 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.

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