

Lowestoft College

General further education college

Inspection dates

26–29 April 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	Require improvement
Outcomes for learners	Require improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Requires improvement
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings

This is a provider that requires improvement

- Leaders have not made enough progress in rectifying sufficiently the areas for improvement identified at the previous inspection.
- The proportion of teaching, learning and assessment that is good or better has increased since the previous inspection, but too much requires improvement in study programmes and adult learning provision.
- Not enough teachers use information about learners' starting points effectively to plan teaching, learning and assessment that challenges them to make the swift progress of which many are capable.
- The teaching, learning and assessment of English and mathematics require improvement.
- Too many teachers do not set and monitor targets that challenge their learners to accelerate their learning and make good progress; too many targets focus solely on the completion of units.
- Learners' attendance is low over time in most subjects, particularly in English and mathematics, and requires urgent improvement.
- Too many learners on study programmes do not have the opportunity to develop their industry-specific skills through planned work experience.
- Not enough teachers reinforce the importance of British values nor highlight the dangers of extremism with their learners and apprentices.

The provider has the following strengths

- Teaching, learning and assessment are good in apprenticeship provision. The large majority of apprentices extend their practical and theoretical knowledge and skills proficiently and add value in the workplace.
- Leaders have implemented an effective financial recovery plan that is bringing about the required financial stability of the college.
- Leaders have established strong working partnerships with employers, the local enterprise partnership and other key stakeholders in ensuring the college contributes fully to the region's employment skills needs.
- Most teachers use their considerable industry expertise to ensure that learners develop their practical vocational skills well.

Full report

Information about the provider

- Lowestoft College attracts learners from the town itself and the surrounding local authority district area of Waveney and North Suffolk, which together have a population of around 116,000. The college provides study programmes and adult learning provision in 12 subject areas and apprenticeships in nine.
- The proportion of pupils taking GCSE examinations who achieve five or more grades at A* to C, including English and mathematics, is slightly higher than the national average across the Waveney area. However, fewer young people in all of the secondary schools in Lowestoft who take GCSE examinations achieve five or more grades at A* to C, including English and mathematics, than nationally.
- A greater proportion of people of working age in the Waveney district area are in employment than nationally, although the gross weekly pay is much lower. A lower proportion of the local population is educated to levels 2, 3 and 4 than in the region or across England.

What does the provider need to do to improve further?

- Urgently improve the levels of learners' attendance by teachers setting high expectations for all learners and taking prompt action to support and challenge those whose attendance is not good.
- Leaders to rectify all the areas for improvement identified at the previous inspection by ensuring:
 - teachers use all information on learners to plan teaching, learning and assessment that challenges learners to make the progress of which they are capable
 - teachers set precise targets that challenge their learners to improve their understanding and application of underpinning theory, accelerate their learning and excel
 - managers assess the quality of teaching, learning and assessment through measuring accurately and frequently the extent of learners' progress against appropriate achievement and 'stretch' targets
 - observers evaluate thoroughly the impact of teaching, learning and assessment on the progress made by learners, when conducting observations of teachers' practice
 - teachers of English and mathematics improve their teaching, use the findings of regular assessment to identify learners' skills gaps and ensure these learners hone the required techniques and approaches both in lessons and through independent work in order to make good progress
 - teachers and assessors are trained to develop the confidence to routinely promote learners' and apprentices' understanding of equality, diversity and the importance of British values.
- Teachers set their learners sufficient work outside of lessons and challenge learners to develop their knowledge and skills further by working independently on a frequent basis.
- Learners on study programmes have the opportunity to develop their work-related skills through planned work experience.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Since the previous inspection, the principal and governors have completed the restructure of leadership and management staffing tiers; the senior leadership team has also strengthened the governing body by appointing governors with a good level of financial and educational expertise. The quality of apprenticeship provision is good. However, while there have been improvements in teaching, learning and assessment since the previous inspection, leaders have not secured sufficient improvement to ensure that teachers' practice is good or better in study programmes and adult learning provision.
- Leaders and managers have strengthened the management of staff performance in the past year. Findings from staff appraisals and lesson observations inform professional development for teachers and assessors. However, this training has not focused sufficiently on ensuring teachers set high expectations that demand the best of all their learners; as a result, the quality of too much teaching, learning and assessment is not good enough.
- At self-assessment, leaders and managers do not take sufficient account of learners' progress when evaluating teaching, learning and assessment. Leaders and managers have not ensured that self-assessment at subject level is sufficiently rigorous and, as a result, are overgenerous in their judgements of the overall effectiveness of provision in the majority of subjects. The majority of curriculum area self-assessment reports do not take sufficient account of the extent to which learners and apprentices are challenged to meet both their achievement and their 'stretch' targets, to excel and to realise their full potential.
- Leaders have recently amended the college's lesson observation recording process to encourage observers to focus on the evaluation of learners' progress. However, not enough observers evaluate thoroughly the progress made by learners when judging the impact of teachers' and assessors' practice. Consequently, the majority of observers' assessment of the standards of teaching, learning and assessment is over-optimistic.
- Leaders have ensured that the college has strong working partnerships with a broad range of employers, sector skills organisations, local authorities and voluntary sector organisations. Most employers value the contribution the college makes to their workforce skills needs, such as through providing bespoke apprenticeships provision and workplace training. Leaders work well with the local enterprise partnership in seeking to ensure the college contributes fully to the region's future employment skills requirements. For example, leaders are currently collaborating with the local enterprise partnership and other local education providers to establish an institute of technology to meet the future skills demands of the off-shore energy industry.
- The principal and governors have implemented an effective financial recovery plan which is bringing about the required financial stability of the college. They have continued to invest in good-quality resources and accommodation that facilitate teachers to develop the practical skills of most learners to a good standard. Leaders have recently established a well-publicised 'Gateway' resource area where learners can access information, advice and support and improve their job-seeking skills.
- Leaders' actions have guaranteed that the college provides a broad range of subjects, with progression routes from entry level to higher education. Leaders plan study programmes provision to meet the majority of the government's requirements; however, too many learners do not benefit from planned, meaningful work experience or sufficient work-related learning. Leaders have prioritised the development of learners' English and mathematics skills since the previous inspection; they have appointed specialist subject leads and provided training for vocational teachers to improve their ability to promote learners' development in these subjects. However, not enough teachers challenge their learners and apprentices successfully to improve their English and mathematics skills sufficiently.
- In the current year, leaders have strengthened the provision of information, advice and guidance considerably; most learners now benefit from regular advice and guidance sessions on progression to their next stage of learning or employment. Managers have established effective partnership working with schools, the local authority and the Prince's Trust to reduce significantly the volume of local young people aged 16 to 18 who are not in education, employment or training. However, leaders do not monitor the progression and destination of all their learners sufficiently; for example, they do not know the destinations of around a third of all learners and apprentices who left the college in 2014/15. Consequently, leaders are not able to judge fully the effect of the college's provision.

- All staff advocate effectively the values of respect and tolerance and, as a result, learners' and apprentices' behaviour is exemplary. However, despite being highlighted as an area for improvement at the previous inspection, leaders and managers have not ensured that teachers' promotion of diversity within their teaching is of sufficient depth to broaden learners' understanding.
- Leaders and managers have taken appropriate actions to meet their duties under the 'Prevent' strategy, including training for staff and governors on the promotion of social responsibility and the dangers of radicalisation. However, not enough teachers and assessors reinforce the importance of British values nor highlight the perils of extremism with their learners and apprentices.
- **The governance of the provider**
 - Governors and the principal, in consultation with staff, have developed a revised vision for the college, underpinned by four strategic ambitions intended to secure outstanding outcomes for all learners. Emphasis is placed on all staff challenging learners to achieve to their full potential; however, too much teaching, learning and assessment is not sufficiently demanding to enable learners to make good progress.
 - Following recent appointments, members of the governing body now have the skills and expertise to oversee the performance of the college. As a result, the oversight of finance and resources is now good.
 - The challenge that governors provide to senior leaders has not yet secured sufficient improvement. Not enough progress has been made in rectifying sufficiently the areas for improvement identified at the previous inspection.
- **The arrangements for safeguarding are effective**
 - Leaders and managers have effective policies and procedures in place to ensure that all learners are safe when attending their courses. All staff and governors have been appropriately trained on safeguarding matters. Named managers with clear accountability record, monitor and follow up safeguarding referrals fully.
 - Managers keep detailed records of safeguarding instances, which they review frequently to ensure that all issues are resolved and referred to the relevant agencies as appropriate. However, managers do not analyse the types of instances sufficiently well to help them identify trends or patterns.

Quality of teaching, learning and assessment requires improvement

- The proportion of teaching, learning and assessment that is good or better has increased since the previous inspection. The impact of managers' improvement actions has reduced the proportion of teachers whose practice is judged as requiring improvement or inadequate. However, leaders' and managers' actions have not ensured that teaching, learning and assessment are consistently good or better across all subjects, levels and provision types. While the majority of learners achieve their qualifications, too many do not make the progress of which they are capable. Too many learners do not attend their lessons sufficiently and, consequently, often fall behind with their work and fail to reach their potential.
- The large majority of learners make good progress in practical lessons. For example, most teachers on engineering, construction and beauty therapy courses provide a good level of expertise, plan learning that meets the needs of their learners and promote high, industry standards that facilitate their learners to develop their practical skills adeptly. For example, engineering teachers set high expectations that motivate learners to work to exacting tolerances; brickwork learners are required to ensure that all brick mortar joints are the required thickness and walls are 'plumb' before they are judged as competent.
- Not enough teachers teach theory to learners sufficiently well. Too few teachers plan to deepen their learners' understanding and develop their higher-level thinking skills. Learning activities are often lacklustre, repetitive and insufficiently demanding and do not enable learners of all abilities to accelerate their learning and excel. Teachers do not use information on learners' starting points sufficiently well to tailor teaching and assessment and challenge their learners effectively. As a result, most-able learners often finish their work quickly while other learners struggle to grasp theoretical concepts and principles and apply them accurately.
- Too many teachers do not set targets that challenge their learners to extend their learning and make swift progress; too many targets focus solely on unit completion. Not enough teachers use assessment of learners' progress sufficiently well to ensure they are making good progress. The majority of teachers do not check thoroughly that all learners have a good understanding and can apply new knowledge and skills

fluently before they move on to a new topic. Too many teachers allow a minority of more vocal learners to dominate question-and-answer plenary sessions and do not use questioning techniques skilfully to check that all learners comprehend each topic fully.

- Most teachers and assessors set high expectations and challenge apprentices to excel from the outset of their programme; the majority of apprentices respond well and often make rapid progress that exceeds the stage of their programme.
- Most teachers provide detailed verbal feedback on learners' work regularly, which helps the majority of learners understand how they can improve. The standard of written feedback on apprentices' assignment work is of a good standard. However, too much of teachers' written feedback on learners' written work is cursory and does not tackle misconceptions sufficiently nor challenge learners' spelling, punctuation and grammatical errors routinely. Not enough teachers set their learners sufficient work outside of lessons nor challenge them to develop their knowledge and skills further by working independently.
- The assessment and planning for learners who need additional help with their studies is effective in ensuring these learners receive a good level of pastoral support, if they have behavioural or learning difficulties. However, support plans do not identify precisely the actions staff need to take to support learners to make good progress in their academic studies and help them work toward becoming independent learners; as a result, not enough learning assistants provide sufficient support for learners to make the progress of which they are capable.
- The teaching, learning and assessment of English require improvement. The variation in the quality of teaching in discrete English lessons is stark; a minority of teachers' practice inspires learners to improve their understanding of written and spoken language, develop their critical analysis skills and apply depth and creativity to their written work. However, too many teachers in discrete lessons fail to plan sufficient challenge or arouse any interest from their learners and consequently, they become bored, restless and make little progress. Not enough vocational teachers promote the value of English skills, including technical vocabulary, in the workplace to their learners nor correct spelling, punctuation and grammatical errors routinely. However, teachers and assessors set high expectations that motivate apprentices to improve their written English skills through assignment briefs.
- The teaching, learning and assessment of mathematics require improvement. Too many teachers on functional skills and GCSE mathematics courses do not develop learners' reasoning and problem-solving skills sufficiently and, as a result, too many learners fail to understand how to apply the required step-by-step sequences to deduce answers successfully. For example, with only a few weeks before their GCSE mathematics examinations, too many learners are not able to solve problems involving equations and inequalities fluently or apply correct techniques swiftly to work out the properties of angles in shapes.
- Teachers and assessors promote tolerance effectively and, consequently, learners and apprentices treat each other and staff with respect and courtesy. However, not enough teachers demonstrate the confidence, nor plan routinely, to develop learners' and apprentices' understanding of equality, diversity and the promotion of British values in lessons or through working independently on, for example, research and evaluation tasks. As a result, not enough learners and apprentices deepen their understanding of such fundamental issues that are intrinsic to life in Britain today.

Personal development, behaviour and welfare require improvement

- Attendance is low over time in most subjects, particularly in English and mathematics.
- The standard of work that learners produce is dependent upon how effectively their teachers challenge them to excel. In the large majority of practical workshops, learners demonstrate a good level of vocational knowledge and application in practical tasks and projects that culminate in good standards of work. However, not enough teachers place sufficient demands on all their learners to improve their critical analysis skills and produce written work of a high quality and appropriate to their level of study.
- Staff ensure that most apprentices improve their skills, confidence and contribution in the workplace. For example, an engineering apprentice who completed a project that combined mechanical and electrical design with advanced automation and control to shred cans for reuse was rewarded by his employer with a promotion and higher salary.
- Not enough teachers challenge their learners to both value and develop their English and mathematics skills sufficiently and, consequently, they do not make sufficient progress nor appreciate the importance of these skills in helping them achieve their career aspirations.

- Around a quarter of learners on study programmes who are studying courses at levels 2 and 3 benefit from studying additional qualifications or course units that enhance their learning and future employability. For example, learners on health and social care courses study additional qualifications to improve their understanding, knowledge and skills in working with patients with dementia. Leaders have yet to ensure that just under a half of all learners on study programmes benefit from planned, meaningful work experience or sufficient work-related learning.
- The majority of learners benefit from an enrichment programme that includes guest speakers, participation in national and regional skills competitions, charity fundraising events and visits to employers. As a result, these learners broaden their understanding of personal, social and ethical skills well. However, not enough learners and apprentices have sufficient awareness of the dangers of extremism and the importance of British values.
- Learners and apprentices exhibit high levels of respect, tolerance and understanding with each other and staff.
- Most apprentices exhibit high levels of good behaviour when attending off-the-job training; they demonstrate good attitudes to learning, take pride in their work, become self-assured and visibly grow in confidence.
- Learners and apprentices are safe and demonstrate a good understanding of safeguarding issues such as online safety, bullying and harassment. They know to whom and how to report their concerns if they do not feel safe. Apprentices have a good understanding of how health and safety relates to their job responsibilities.
- In the current year, leaders have strengthened the provision of careers information, advice and guidance to learners and apprentices. Student services staff now provide pastoral tutorial guidance and progression information to learners in each subject area regularly. Specific progression events are planned to take place in the summer term to provide learners and apprentices with careers information across a broad range of pathways to employment or further learning.

Outcomes for learners

require improvement

- Leaders' data indicates that, in 2014/15, the proportion of learners aged 16 to 19 who successfully completed their courses was above that nationally. However, not enough learners on study programmes make sufficient progress when compared with their starting points or exceed the standards expected, because too few teachers challenge them to extend their knowledge and skills effectively.
- Too many adults leave their courses early and the proportion who complete is lower than in similar colleges.
- A higher proportion of apprentices complete their programmes successfully and within the agreed planned timescale than nationally. In 2014/15, younger apprentices fared far better than apprentices in similar colleges.
- Too many learners do not develop their English and mathematics skills sufficiently. Overall achievement in English functional skills qualifications is higher than nationally but lower in mathematics. In 2014/15, the proportion of learners who achieved grade A* to C passes was very low. In the current year, not enough learners studying GCSE English and mathematics are making the required progress to accelerate their skills and improve their grades.
- The large majority of learners make good progress in their practical skills development. However, too many do not develop their higher-level thinking skills and deepen their knowledge, understanding and application of theory work sufficiently.
- There are very few differences in the achievement of different groups. Learners with experience of local authority care fare as well as their peers because staff work closely with social care services and voluntary sector agencies to ensure the majority stay in learning and succeed. Most learners with learning difficulties and disabilities and those who are in receipt of free school meals achieve as well as other learners.
- Leaders have now strengthened the advice learners receive on progression. However, leaders do not know the destinations of around a third of all leavers in 2014/15. Around six tenths of learners on study programmes in 2014/15 progressed to full-time employment or learning at a higher level and the destinations of over a fifth are not known. The majority of apprentices continued to be employed at the completion of their training.

Types of provision

16 to 19 study programmes

require improvement

- The college provides study programmes across a wide range of subject areas. Currently, 1,021 learners follow study programmes, accounting for around two thirds of the college's full-time provision. Leaders have implemented most study programmes requirements but have not ensured that all learners have opportunities to develop their industry-specific skills through planned work experience or purposeful work-related learning. Just under a half of all learners do not have the opportunity to benefit from relevant work-related placements.
- Not enough teachers use information about learners' starting points sufficiently well to plan teaching and assessment that meet the needs of all their learners. In lessons, teachers often focus on task completion and do not promote learners' independent thinking and research skills sufficiently. Consequently, too many teachers do not challenge their learners to develop and apply their higher-level thinking skills sufficiently and make the swift progress of which many are capable.
- The quality of teaching of theory varies across the subjects; for example, teachers on health and social care courses use helpful illustrative examples and good questioning techniques to motivate their learners to consider aspects of discriminatory and non-discriminatory practice and extend their understanding of how theory relates to industry practice. However, not enough teachers challenge their learners to develop their understanding and knowledge of relevant theory sufficiently; as a result, too many learners are not able to apply underpinning theoretical concepts and principles fully.
- Most teachers use their considerable subject expertise and industry-standard resources effectively. Consequently, in practical tasks the large majority of learners develop their vocational skills well and are able to demonstrate a good level of knowledge and skills that meet industry standards.
- In addition to studying their main qualification, around a quarter of learners on level 2 and 3 courses study additional qualifications or units that enhance their learning and future employment opportunities.
- Leaders have ensured that learners who have not yet achieved a grade C or above at English and mathematics GCSE are on relevant courses. Not enough teachers of English and mathematics set sufficiently high expectations of their learners by, for example, challenging them to attend their lessons, setting sufficient homework, reinforcing the need to practice techniques to problem-solve or interpret language features successfully. The majority of vocational teachers promote the value of mathematics in 'trade' skills well in practical workshop lessons. However, not enough vocational teachers promote effectively the value of English spoken and written skills in the workplace.
- In 2014/15, too many learners did not progress to higher levels of learning or full-time employment, particularly those studying on level 2 courses. Teachers and staff from student services now provide learners with good careers advice and guidance that prepare learners well for the next stage in their careers. This includes a broad range of 'passport' mandatory tutorials that focus on safety, health and welfare issues and 'gateway' services that provide learners with useful support on progression to employment. As a result, learners understand how to keep themselves safe and healthy and the large majority are able to articulate their next steps towards achieving their career aspirations clearly.

Adult learning programmes

require improvement

- There are 539 part-time and 26 full-time adults enrolled on courses in most subject areas in the college. Of these, a total of 54 adult learners are enrolled on the college's community learning programme and around another 40 adults are studying short courses in customer services or information and learning technology (ILT) to prepare for work.
- Leaders have not ensured the provision is sufficiently relevant to meet the needs of local adults who are unemployed, living in areas of high economic disadvantage or least likely to participate in education and training. However, leaders have clear plans in place to strengthen their partnership working with Jobcentre Plus and ensure they provide more learning opportunities for unemployed adults, including pathways to employment in the renewable energy sector in 2015/16.
- The quality of teaching, learning and assessment varies considerably across the adult provision and not enough is good or better. The quality of teaching on the few full-time discrete adult courses is good; for example, teachers on access to social care courses use questioning techniques skilfully to extend learners'

understanding of theory and set challenging activities that enable these learners to apply this knowledge proficiently.

- Not enough teachers plan effectively to meet the needs of all their learners and ensure they make good progress in lessons and through independent study, particularly in their written work. Teachers enable learners training to take up teaching assistant roles in schools to improve their higher-level thinking and writing skills by exploring thoroughly the impact of different practice in the classroom on pupils' behaviour. However, too many teachers do not challenge their most-able learners to extend their reflection and analysis skills and, as a result, they do not make the progress they are capable of because the work they are given is too easy.
- Not enough teachers plan assessment to monitor and accelerate learners' progress sufficiently. In lessons, too many teachers fail to use information gained from assessment to reinforce key learning points thoroughly or ensure learners who need additional explanation, support or practice receive such help. The quality of teachers' written feedback is mixed; purposeful and informative feedback enables full-time learners to make improvements but too much feedback for part-time learners lacks the necessary detail that informs them how to improve. Consequently, learners who struggle to grasp principles, constructs and concepts fall behind in their work and do not make good progress.
- In practical lessons, the majority of teachers provide a good level of challenge that motivates most learners to develop their industry-specific skills well and often exceed their qualification skill requirements.
- Too many teachers do not ensure learners improve their English and mathematics skills sufficiently. Not enough vocational teachers plan activities that promote learners' understanding of the importance of English and mathematics skills in their future employment routinely.
- Learners who have assessed additional support needs receive a good level of support from learning support staff and the majority make good progress from their starting points.
- Leaders do not know the destinations of around a half of all adults who left their courses in 2014/15. In the current year, leaders have improved the quality of information, advice and guidance considerably with the result that nearly all adults have a good understanding of what steps they need to take to progress to further learning at a higher level or secure full-time employment.

Apprenticeships

are good

- At the time of the inspection, a total of 535 apprentices were in training, two thirds of whom were following advanced apprenticeships programmes and just under a half were aged 16 to 18. The majority study courses in engineering, hair and beauty, construction, and health and social care.
- Leaders and managers plan and manage apprenticeship provision to meet the needs of most local and regional employers well. Most teachers and assessors set high expectations and provide a good level of challenge to facilitate most apprentices to make good progress towards completing their vocational qualifications and add value in the workplace.
- The large majority of teachers and assessors use a broad range of activities to motivate apprentices and ensure they produce practical and written work to a good standard that demonstrates appropriate links between relevant theory and the expectations of employers and the industry.
- Most apprentices have already achieved the appropriate English and mathematics qualifications to meet their programme requirements. However, leaders do not provide sufficient opportunities for these apprentices to further develop their English and mathematics skills in discrete lessons or the opportunity to enrol on appropriate English and mathematics qualifications.
- Most staff are adept at helping apprentices improve their mathematical skills, for example through calculating water pressure and flow rates in hot water cylinders.
- Assessment in the workplace is good. Assessors have high levels of industry knowledge and expertise and the majority use questioning techniques adeptly to draw out apprentices' reflection on tasks completed and how they might improve further. Teachers' verbal and written feedback on apprentices' work is good, particularly on assignments. As a result, the large majority of apprentices extend their theoretical and practical understanding, knowledge and skills, and contribution to their employers.
- Leaders make sure that apprentices benefit from a broad range of resources to bolster their off-the job training. For example, engineering apprentices at advanced level use bespoke testing rigs to evaluate the impact of their logic programming that they have applied to manufacturing processes. Employers value these resources.

- Teachers' and assessors' monitoring of apprentices' progress requires improvement; they do not make sure that reviews focus sufficiently on apprentices' skills development or set precise targets that challenge apprentices to make rapid progress. A minority of reviews of progress do not involve employers sufficiently.
- Not enough teachers promote equality or diversity sufficiently in lessons. Too many assessors do not use reviews of progress to challenge apprentices to deepen their knowledge and understanding, and consider the diverse needs of their customers and workforce colleagues.

Provider details

Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	2,345
Principal/CEO	Jo Pretty
Website address	www.lowestoft.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	385	67	375	394	261	104	0	
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	98	74	159	197	0	7		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14-16	0							
Funding received from	Education Funding Agency (EFA)/Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Inspire Suffolk (Prince's Trust) ■ WS Training 							

Information about this inspection

Inspection team

Matt Vaughan, lead inspector	Her Majesty's Inspector
Shane Langthorne	Her Majesty's Inspector
Chris Sherwin	Ofsted Inspector
Chris Bealey	Ofsted Inspector
Penny Fawcus	Ofsted Inspector
Teresa Williams	Ofsted Inspector

The above team was assisted by the curriculum director – curriculum and quality, as nominee. Inspectors took account of the provider's most recent 'position paper', self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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