

# Macclesfield College

Further education college

## Inspection dates

24–27 May 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 learners	Requires improvement
16 to 19 study programmes	Requires improvement
Adult learning programmes	Requires improvement
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a college that requires improvement

- The actions that leaders and managers have taken during the current year to improve outcomes for learners have not yet had sufficient impact across all curriculum areas. Leaders' and managers' evaluation of the impact of their actions is too positive.
- In too many curriculum areas, teaching and learning do not challenge learners sufficiently. As a result, learners often make insufficient progress towards their targets and their qualifications.
- Too many learners and apprentices make insufficient progress in developing their English and mathematics skills.
- Too much feedback that learners receive from their teachers about the quality of their work does not help them to understand what they need to do to improve.
- Learners on 16 to 19 study programmes have insufficient opportunity to carry out external work experience placements.
- Although attendance has improved, it remains too low on 16 to 19 study programmes and on adult learning programmes. Attendance is particularly low on English and mathematics courses.

### The college has the following strengths

- Leaders and managers identified accurately many significant weaknesses that resulted in poor outcomes for learners in 2014/15. Their strategy to improve standards has led to improvements in retention and attendance during the current year.
- Learners' behaviour and attitudes towards their work are consistently positive.
- Most learners successfully develop the personal, social and practical skills that they need for work.
- Strong partnerships with a wide range of stakeholders enable leaders to provide a curriculum that successfully meets local priorities.
- Learners benefit from good careers guidance. As a result, a high proportion progress successfully into further and higher education, employment or an apprenticeship.
- Apprentices make good progress as a result of high-quality training to which employers contribute fully and effectively.

# Full report

## Information about the provider

- Macclesfield College is a medium-sized general further education college in the borough of Cheshire East. It serves the town of Macclesfield and the surrounding part of the borough. The college provides 16 to 19 study programmes in a wide range of vocational areas and through a small A-level programme. It also provides adult learning programmes and an apprenticeship programme. At the time of the inspection, 2,180 learners were enrolled at the college. Of these, 1,242 were on 16 to 19 study programmes, 690 were on adult learning programmes, and 248 were apprentices.
- Cheshire East is a predominantly rural borough in the North West of England with a population of 374,000. The unemployment rate in the borough is 3.6% compared with 5.3% across the North West region. The proportion of the population with a qualification above level 2 is higher than across the region and in line with the national rate. The proportion of young people not in education, employment or training is significantly lower than the national average. Service industries provide the main source of employment in the borough, including finance and business services, public administration, education and health.

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

- Improve the quality of teaching, learning and assessment on 16 to 19 study programmes and the adult learning programme, by:
  - identifying accurately the aspects of their performance that teachers need to improve and providing high-quality training and development to improve their practice
  - ensuring that teachers use activities that consistently challenge their learners to achieve or exceed their targets
  - monitoring closely the progress of each learner and recording progress accurately
  - providing feedback to learners about the quality of their work that helps them to understand what they need to do to improve.
- Ensure that all learners and apprentices make good progress in developing their English and mathematics skills, by:
  - improving the skills of all teachers and trainers in developing the English and mathematics skills of their learners and apprentices
  - improving the quality of provision on English and mathematics courses so that a much higher proportion of learners achieve their qualifications and target grades
  - increasing significantly the attendance level on English and mathematics courses.
- Evaluate accurately the impact of actions taken to improve the quality of provision and the progress that learners make towards achieving their qualifications and targets so that:
  - leaders and managers have a more accurate picture of the impact of the actions that they take to improve outcomes for learners
  - further actions to improve outcomes can be identified and implemented quickly.
- Provide opportunities for all learners on vocational study programmes to carry out work experience placements so they can gain experience of the world of work and practise their work-related skills.
- Improve the level of attendance on 16 to 19 study programmes and adult learning programmes, by:
  - using data that is collected on learners' attendance to identify courses where absences are too high, and taking action quickly to improve attendance on these courses
  - ensuring that all learners understand fully that repeated absence from lessons is not acceptable
  - providing effective support and challenge to learners who are persistently absent to improve their attendance and ensure that they do not fall behind with their work.

# Inspection judgements

## Effectiveness of leadership and management requires improvement

- Following the previous inspection in 2013, the proportion of learners who achieved their qualifications declined and, in 2014/15, was significantly lower than with similar providers. Governors recognised the urgent need to improve outcomes for learners and, in summer 2015, they appointed a new principal. Shortly afterwards, a new senior leadership team was formed.
- During the current academic year, the new principal and leadership team have taken decisive action to tackle weaknesses in the quality of provision and to improve learners' achievements. They have supported teachers well to challenge instances of poor behaviour by learners and set out clear rules and expectations for learners to prepare them for employment. Learners have responded well to the much higher expectations of their behaviour and readiness for work, and this is beginning to have a positive impact on their attendance and progress.
- The principal and senior leadership team have improved quickly the quality of provision in many areas, including the apprenticeship programme. They identified accurately the courses where teaching, learning and assessment were weakest, and they took appropriate action to improve the performance of staff teaching these courses through relevant training and development. Several members of staff have left the college following the introduction of more rigorous performance management. All teachers are currently following an ambitious programme of professional development to refresh and improve their skills.
- Although leaders recognise that they still have much to do to improve standards, their evaluation of the progress that they have made during the current year is too positive. The actions that they have taken in recent months have not yet had sufficient impact on ensuring that the quality of teaching, learning and assessment is consistently good for all learners. Teaching, learning and assessment on 16 to 19 study programmes and on adult learning programmes require further improvement.
- The strategy that senior leaders have put in place to improve the quality of English and mathematics provision has not had sufficient impact during the current year. Senior leaders recognise the urgent need to improve learners' achievement in these subjects and have begun to implement a wide range of relevant actions to improve the quality of provision, including making new appointments to strengthen the delivery team. However, too many learners still make insufficient progress in developing their English and mathematics skills.
- Self-assessment is broadly accurate and results in specific and appropriate actions for improvement. Leaders and managers receive and scrutinise frequent reports on the quality of provision and learners' progress in each curriculum area to evaluate the impact of their actions to improve provision and to identify further actions. However, the most recent self-assessment report did not include an analysis of several key measures of performance including the proportion of learners who progress internally on to other courses within the college and how successfully external work placements are arranged for learners on study programmes.
- Governors and senior leaders have made significant improvements to ensure that the college works effectively with partners, employers and the local enterprise partnership (LEP). Stakeholders recognise and value the fact that the college is now proactive, flexible and forward-looking. Leaders and managers have developed the curriculum appropriately to meet the priorities of the LEP and the skills needs of local employers. They have expanded the apprenticeship programme successfully and ensured that it provides high-quality training, and have begun working closely with several prestigious companies to develop the programme further.
- Most learners and apprentices benefit from good careers guidance that enables them to make informed decisions about their future. They participate in a wide range of information and guidance events and receive good support from guidance staff. As a result, a high proportion of learners progress successfully when they leave the college.
- Learners enjoy the culture of tolerance and mutual respect that leaders have established in the college. Staff across the college successfully improve learners' understanding of diversity and prepare them well for life in a modern democratic society.
- **The governance of the provider**
  - Governors have a wide range of relevant skills and experience which enable them to interpret information on the college's performance accurately and challenge senior leaders where necessary. They support fully the actions that the senior leadership team takes to improve standards, and they recognise and welcome the progress that the team is making.
  - Governors have appropriate oversight of the college's financial position. They support the principal's actions to maintain the college's financial stability and to ensure that resources are available for planned developments. Their decision to withdraw from offering A-level programmes and focus on

providing high-quality vocational programmes has been welcomed by partners and stakeholders as part of a strategy to ensure a coherent offer in Macclesfield and the surrounding area.

- Governors have attended training events on the new 'Prevent' duty and have a good understanding of the implications. Two members of the board have specialist experience in safeguarding and child protection and are very clear about what staff need to do to protect learners.

#### ■ **The arrangements for safeguarding are effective**

- Safeguarding policies are appropriate and are kept up to date. Arrangements to ensure the safe recruitment of staff are in place and meet requirements. The senior designated safeguarding officer maintains a close link with the local safeguarding children board and this enables staff to access relevant training.
- Staff ensure that learners feel safe in college. Learners know how to keep themselves safe when at college, when using the internet, and in other aspects of their lives. They are fully aware of the dangers of radicalisation and extremism. Learners have access to an appropriate and welcoming room at the college for quiet reflection, contemplation or prayer. They appreciate the good level of security provided by the highly professional team supervising college entrances.

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

- In too many curriculum areas, teachers' expectations of what learners can achieve are not high enough. Teaching in these curriculum areas frequently does not challenge learners sufficiently to achieve or exceed their targets, and the pace of learning is too slow. As a result, learners often lose interest in activities and do not make the progress of which they are capable. Too often, the targets that teachers set with learners lack challenge, do not meet learners' individual needs and do not identify specifically what learners need to do to improve. In a few curriculum areas, including media, business, public services and health and social care, a high proportion of learners make good progress on their course and achieve their targets as a result of teachers' high expectations and encouragement.
- In the majority of curriculum areas, teachers' feedback to learners following assessment of their written and practical work is not helpful enough. Too often, it does not make it clear enough to learners the progress that they are making and what they need to do to improve their skills and understanding to achieve their full potential.
- Teachers on 16 to 19 study programmes and the apprenticeship programme pay insufficient attention to the development of learners' and apprentices' English and mathematics skills. They often provide too little support to enable learners to improve the quality and accuracy of their written work. On the apprenticeship programmes, learners have insufficient opportunity to improve their mathematics skills. Too much teaching and learning on discrete English and mathematics courses is not challenging enough, and learners' progress is too slow. Adult learners make good progress in developing their English skills.
- Learners benefit from a very wide range of opportunities to develop their skills for work, including live client briefs, 'industry weeks', visits and guest speakers. In practical sessions, teachers successfully develop the personal, social and practical skills that learners need for employment. For example, on a level 1 hospitality course, learners work together as a team to produce restaurant-quality food under tight time constraints and demonstrate a high level of pride in their work. On a level 3 fashion course, learners develop a reflective approach to their work and critique each other's practical pieces in a mature manner.
- Learners participate fully in a wide range of enrichment activities which enhance their social development and help them to understand and contribute to life in modern Britain. For example, learners in catering and in business complete voluntary work with East Cheshire Hospice, organising a winter ball and fundraising events. Learners on the public services course spend a week in an army training camp.
- Apprentices benefit from high-quality training both at college and in the workplace. Highly effective partnerships with employers ensure that the individual needs of apprentices and employers are met successfully. Employers are involved fully in the planning of apprenticeships and contribute well to the training of apprentices. Consequently, apprentices make good progress in improving their occupational skills and knowledge.
- Learners value highly the support their teachers give them between lessons to help them to understand difficult concepts or to assist with their work. Assessors monitor the progress of apprentices closely and put effective interventions in place when needed, such as much more frequent assessor visits. Teachers identify accurately learners who are at risk of not achieving their qualification so that they can provide appropriate support where needed. However, in a few instances, actions to support these learners are not put in place quickly enough to ensure that they have a positive impact.
- Managers have built effective links with local secondary schools to ensure that learners' additional needs are fully understood and accommodated prior to starting college. Learning support staff provide

particularly effective additional support to assist learners' personal and social development. For example, learners with autistic spectrum disorder have roles in a college band to improve their socialisation and negotiation skills. Support staff use a wide range of strategies to help learners with anxiety, such as pet therapy, counselling and meditation. Learners in receipt of high-needs funding achieve well as a result of the support that they receive.

- Teachers and managers promote a culture of tolerance and respect for diversity. For example, learners with autistic spectrum disorder have delivered sessions for other learners on 'living with autism'. Former learners have delivered sessions called 'step into my shoes' to raise awareness of visual impairment.

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

### **requires improvement**

- Attendance is too low on many courses. Managers monitor levels of attendance closely and support learners whose poor attendance means that they are falling behind with their work. This includes agreeing targets and actions for learners to improve their attendance and close liaison with parents. Although these actions have resulted in an improvement in attendance during the current year, many learners still miss too many lessons, and this limits the progress that they make. Attendance on English and mathematics courses is particularly low.
- Too many learners and apprentices make insufficient progress in developing their English and mathematics skills. Teachers do not plan well enough to develop these skills, and learners often have insufficient understanding of the importance of English and mathematics in their vocational areas.
- Learners and apprentices make good progress in developing the personal and social skills that they will need for employment. Learners on 16 to 19 study programmes participate in a wide range of additional activities that increase their understanding of work in their vocational area and develop their work-related skills. These include visits to local employers, attending presentations by guest speakers, participation in competitions, and community-based activities and projects. However, too few learners have the opportunity to extend and apply their skills through work experience placements. All learners in the second year of level 3 vocational study programme courses carry out work experience, but only a few learners on other study programmes have the opportunity to benefit from placements.
- Standards of behaviour in lessons and around the college are high. Learners and apprentices have a good understanding of fundamental values such as democracy and equality, and demonstrate a high level of respect towards their peers and towards staff. Most have positive attitudes towards their learning and demonstrate high levels of motivation and commitment.
- Learners and apprentices feel safe, and they know how to report any concerns about their safety or the safety of others. They have a good understanding of risks to their safety such as those relating to radicalisation and extremism, and how to keep themselves safe from risks.
- Most learners and apprentices gain a good understanding about employment and further training and education opportunities when they complete their programmes. As a result, they are able to make informed decisions about their future learning and careers.

## **Outcomes for learners**

### **require improvement**

- The proportion of learners who achieve their qualifications on 16 to 19 study programmes and adult learning programmes is too low. In 2014/15, too many learners on level 3 study programmes made insufficient progress from their starting points and, as a result, did not achieve the grades of which they were capable.
- Leaders and managers have acted decisively during the current year to improve standards so that a higher proportion of learners are successful. They have identified accurately learners who are at high risk of falling behind and put in place an increased level of support to improve their progress. This has resulted in a reduction in the proportion of learners who leave their course early and an improvement in attendance. However, too many current learners on 16 to 19 study programmes and adult learning programmes are still not making rapid enough progress towards achieving their targets and qualifications.
- The proportion of learners on 16 to 19 study programmes who achieve high grades in GCSE English and mathematics is too low. Not enough learners on functional English and mathematics courses achieve their qualification, and the achievement rate among adults is particularly low.
- A high proportion of apprentices achieve their qualifications within the planned time. Most apprentices make good progress in developing the technical skills that they need in their occupational areas. As a result, they make a valuable contribution in their job roles to the organisations in which they work.

- Actions taken by leaders and managers to improve the achievement of male learners have resulted in a significant reduction in the achievement gap between males and females. Male learners who are at risk of underperforming are accurately identified and receive appropriate support to improve their progress. For example, in sport, managers identified that male learners were falling behind because they were missing assignment deadlines, and they provided additional support to learners to ensure that this improved.
- The small number of learners in receipt of high-needs funding make good progress and most achieve their qualifications. The achievement of other learners with learning difficulties and/or disabilities was significantly lower than that of other learners in 2014/15. Leaders and managers have improved the quality of support for this large group of learners during the current year. As a result, learners with learning difficulties and/or disabilities make good progress in developing their personal and social skills. However, this group of learners is still making slightly less rapid progress towards achieving their targets and qualifications than their peers.
- Managers gather comprehensive data on the destinations of learners who leave the college following completion of their course. Most learners who complete their programmes progress successfully on to the next level of their course, or into higher education, employment, or an apprenticeship. On completion of their programme, most apprentices continue working in their job roles or progress on to a higher level apprenticeship.

## Types of provision

### 16 to 19 study programmes

### require improvement

- The college provides study programmes for 1,242 young people in 14 vocational areas, with the large majority of learners enrolled on level 2 and level 3 programmes. The college also offers a small A-level programme.
- The quality of teaching, learning and assessment on study programmes is not consistently good and, as a result, a significant minority of learners make insufficiently rapid progress. In many lessons, the pace of learning is too slow and does not provide sufficient challenge for learners, including the most able. In many instances, feedback on learners' written work does not help learners to improve. In a few subjects, including arts and media, business and sport, teachers are enthusiastic, plan learning well, and make good use of a wide range of resources including learning technology. On these courses, learners who attend lessons regularly are making the progress expected based on their prior attainment.
- In too many curriculum areas, the targets that teachers set for learners are not specific enough and do not help learners to understand what they need to do to make rapid progress. Reviews of learners' progress towards their targets are often incomplete which means that learners are not fully aware of what they have achieved.
- The actions that leaders and managers have taken to improve learners' English and mathematics skills and their attendance at lessons in these subjects have not yet had sufficient impact. On many vocational courses, learners receive insufficient support to improve their English and mathematics skills and, as a result, make slow progress. Teachers often pay insufficient attention to ensuring that learners understand key vocabulary in their vocational area, and provide insufficient help to learners on how they can improve the accuracy of their written work.
- Poor attendance has a negative impact on the progress of too many learners. Learners who are persistently absent from lessons often fall behind with their work and are at risk of not completing their qualification.
- Teachers and other staff provide good advice and guidance to enable learners to choose an appropriate individualised study programme that is relevant to their future career aspirations. Learners receive good impartial careers guidance during their course and, as a result, have a clear understanding of future employment and training opportunities.
- Learners successfully develop the personal and social skills that they need for work through a wide range of opportunities that support their transition to further employment, training and education. For example, all learners take part in the annual college 'industry week'. Learners on media courses run their own production company. Learners in travel and tourism visited Manchester airport to gain experience of job opportunities in areas such as baggage handling, check-in and security. However, too few learners benefit from work experience placements to extend further their skills and understanding and prepare them more effectively for future employment.
- A wide range of enrichment activities enables learners to broaden their experience, successfully develop their confidence and improve their work-related skills. These include sporting activities, cultural events, live theatre performances, trips and visits, and voluntary work.

- Learners with high needs benefit from well-planned support and programmes designed to meet their specific individual needs. The effective use of learning support staff in lessons enables learners with high needs to make good progress and achieve their targets and qualifications.
- Learners display a high level of respect for each other and their teachers, and have a positive attitude to learning. They develop a good understanding of life in a democratic society and can speak confidently about the dangers of radicalisation, extremism and online social media. Learners feel safe at college, and know how to keep themselves safe when outside college.

## Adult learning programmes

## require improvement

- The college provides an adult learning programme that includes vocational provision, access to higher education courses, English, mathematics and pre-employment courses, and provision for adults with learning difficulties and/or disabilities. At the time of inspection, there were 690 adult learners.
- Too much teaching does not challenge learners sufficiently well to deepen and extend their understanding and, as a result, the progress of a significant minority of learners is not rapid enough. Teachers often take insufficient account of learners' starting points and their individual needs when planning learning. In many lessons, learners with a wide range of abilities work on the same tasks which some find too challenging and others too easy. The assessment and monitoring of learners' progress often lack rigour which means that learners are not always fully aware of what they have achieved and what they need to do to progress quickly. On access to higher education courses, teachers often make good use of a wide range of relevant activities that enable most learners to make good progress.
- Teachers make insufficient use of tasks and activities to develop learners' mathematics skills. As a result, learners often make slow progress in developing the mathematics skills that they will need for employment.
- Most teachers develop learners' written English skills well. They place a strong focus on the importance of well-written and accurate text. They ensure that learners are aware of spelling, punctuation and grammatical errors in their work, and they provide good support to enable learners to reduce these errors and improve the accuracy of their work.
- The development of learners' work-related skills is effective. Most teachers have good industrial and technical knowledge which they use skilfully to develop learners' understanding of the requirements of job roles in their vocational area. For example, learners on beauty courses demonstrate a high level of professionalism that is in line with expected standards when working with commercial clients.
- Adult learners are well-motivated and enjoy their learning. They demonstrate a high level of respect for their teachers and peers, and high standards of behaviour. They have a good understanding of how to stay safe, and can articulate confidently how to protect themselves against the risks associated with radicalisation and extremism. On a few courses, too many learners miss lessons frequently, and this impedes their progress.
- Learners benefit from an inclusive learning environment that fosters mutual respect. Teachers successfully develop learners' knowledge and understanding of different cultures and lifestyles, and of values such as appreciation of, and tolerance for, others.
- Adult learning programmes are responsive to the specific needs of the local community. Managers and staff place a strong focus on enabling adults who are at risk of social exclusion to participate in learning. The college works effectively with local councils, Jobcentre Plus, local employers and a wide range of community groups to widen participation in learning.
- Learners benefit from good guidance and support to help them to progress to further learning or employment that is relevant to their aspirations. A high proportion of learners on access to higher education courses progress successfully into higher education. The majority of learners on pre-employment courses gain employment on completion of their course.

## Apprenticeships

## are good

- The college currently has 248 apprentices on programme in seven subject areas, with over two thirds in business administration and in retail and commercial enterprise. Of these, 97 are on intermediate-level programmes 129 on advanced-level programmes and 22 on higher-level programmes. In line with the college's strategy to expand the apprenticeship programme, the number of apprentices has increased significantly during the current year.
- A high proportion of apprentices complete their programmes and achieve their qualifications within the agreed timeframe. A few apprentices, predominantly in hospitality, catering and electrical installations,

take too long to complete their programme.

- Recent improvements have resulted in strong management of the apprenticeship provision, and this has had a positive impact on the progression and achievement of apprentices during the current year. Managers have improved the rigour in identifying and tackling poor performance where it exists. They receive frequent and timely information about apprentices' progress, and use this effectively to identify and put in place actions to improve the quality of teaching, learning and assessment.
- Partnership working with employers is very effective, and enables staff to plan programmes well and match the needs of employers with the learning and career aspirations of apprentices. Employers value the contributions that apprentices make to their business. For example, an employer commented that apprentices' work on raising the company's profile through social media had been of great benefit to the business and its clients.
- In most practical training sessions, apprentices make good progress as a result of effective teaching and peer support. For example, in engineering, trainers encourage apprentices to demonstrate the skills in fitting and turning that they have learned at work, and this supports the development of other skills. In a few training sessions, trainers do not challenge apprentices sufficiently because they focus too much on the development of skills that apprentices have already gained through their workplace roles.
- Apprentices receive clear and helpful feedback from assessors about the progress they are making in improving their skills and knowledge. Assessors use the outcomes of assessment well to set specific and challenging targets for apprentices. This enables apprentices to understand what they need to do to improve the quality of their work and make good progress.
- In practical lessons and through training and assessment in the workplace, apprentices develop good personal and social skills which are of value in their workplace roles. For example, apprentices in hairdressing benefit from valuable support from their assessors that develops their communication skills when working with clients to increase business and sell products.
- Highly effective and impartial advice and guidance ensure that apprentices are clear about the requirements of their programme and aware of future opportunities in their occupational field. As a result, on completion of their programme, most apprentices maintain their job roles or progress to other employment, to higher-level apprenticeships or to other training and education.
- Apprentices adopt and develop positive attitudes and practices in relation to equality and diversity in the workplace. They have a good understanding of the values of a modern democratic society. For example, apprentices working on ethical marketing identified that gender stereotyping was restricting the sale of certain products. Apprentices understand how to keep themselves safe from all risks. They develop a good understanding of health and safety within the context of their occupational area.
- Too often in lessons in mathematics and in information and communications technology (ICT), trainers do not challenge apprentices to make rapid progress. Many of the tasks that teachers set in these lessons are not relevant to the workplace, so apprentices make insufficient progress in understanding the application of mathematics and ICT at work. Trainers often pay insufficient attention to improving the accuracy of apprentices' written English, and many apprentices continue to make the same errors.



## Provider details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	16+
<b>Approximate number of all learners over the previous full contract year</b>	3,450
<b>Principal/CEO</b>	Rachel Kay
<b>Website address</b>	<a href="http://www.macclesfield.ac.uk">www.macclesfield.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>	170	34	242	356	830	178	0	122
<b>Number of apprentices by apprenticeship level and age</b>	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	52	45	51	78	0	22		
<b>Number of traineeships</b>	16-19		19+		Total			
	0		0		0			
<b>Number of learners aged 14–16</b>	0							
<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>■ None</li> </ul>							

## Information about this inspection

### Inspection team

Steve Hailstone, lead inspector	Her Majesty's Inspector
Nick Gadfield	Her Majesty's Inspector
Malcom Bruce	Ofsted Inspector
Alex Fau-Goodwin	Ofsted Inspector
Stella Owen	Ofsted Inspector
Clare Russell	Ofsted Inspector

The above team was assisted by the head of quality and professional development, as nominee, and carried out the inspection at short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners 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 college.

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