

Waltham Forest College

General further education college

Inspection dates

8–11 November 2016

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

Summary of key findings

This is a provider that requires improvement

- The proportion of learners on 16 to 19 study programmes who achieve their qualification, while improving rapidly, is not yet good.
- The proportion of learners who achieve a functional skills qualification in English and mathematics at level 2 remains low; too few learners achieve a grade C or above in GCSE English and mathematics.
- Too few teachers ensure that teaching, learning and assessment meet the learning and development requirements of individual learners.
- Teachers do not ensure that learning focuses closely enough on the knowledge, skills and understanding that learners should develop.
- Target setting for learning and progress is not sufficiently well established to ensure that all learners make good progress or achieve distinction and merit grades.
- The standard of teaching, learning and assessment of English is not good enough; too few learners make good progress in acquiring the skills and knowledge they require to succeed in employment and life.
- The proportion of adult learners who achieve their qualifications, while improving, is not yet good.

The provider has the following strengths

- Since the previous inspection, the new principal and leadership team, with the support of a much changed governing body, have transformed the ethos and culture of the college, resulting in a strong focus on improving the experience of learners.
- Leaders and managers have taken swift action to remedy the weaknesses found at the previous inspection.
- The proportion of apprentices who complete their qualification in a timely manner is high.
- Learners develop good practical skills, work safely and quickly develop high professional standards when dealing with fellow workers and clients.
- Learners' behaviour is exemplary and attendance on vocational programmes is very high.

Full report

Information about the provider

- Waltham Forest College is a medium-sized general further education college in East London. Waltham Forest borough is diverse ethnically and socially and this is reflected in the 82 first languages spoken at the college. The proportion of pupils at local schools who achieve five GCSEs at grade A* to C is now around the national rate and in line with the average for pupils attending schools in outer London. However, with a high proportion of sixth form college places available in the borough, most learners who choose to attend Waltham Forest College have not as yet achieved GCSE English and mathematics at grade A* to C.
- Unemployment in the borough is above both regional and national rates. Most residents in employment have jobs in the public sector, education, financial and business services. The proportion of working-age people qualified at level 1 to 4 is below regional and national rates.

What does the provider need to do to improve further?

- Increase rapidly the proportion of learners who achieve their qualifications in English and mathematics.
- Increase the proportion of learners on study programmes who achieve distinction and merit grades.
- Improve the teaching of English on vocational programmes so that learners and apprentices develop the good skills in English that they need to be successful in learning and life.
- Teachers should plan learning and assessment that focuses closely on the knowledge, skills and understanding that individual learners should develop.
- Teachers must ensure that they comprehensively check that learning is taking place, and that learners are clear about the progress they have made.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, who joined the college after the previous inspection, and the senior leadership team, have high ambitions for the college and communicate them well to staff and learners. Those involved in the college community understand clearly the strategic direction that leaders pursue. Their strong management has ensured that weaker performance has been largely eliminated; staff acknowledge that an unwillingness to change is no longer acceptable. As a result, a small proportion of teachers and managers have left while most of those remaining have developed better skills and collaborate well to improve learning and the learner experience.
- In a short period of time, leaders and managers have built on the strong achievement of a few curriculum areas, such as English for speakers of other languages (ESOL), and improved achievement in many of the remaining areas of learning. Staff have successfully improved learners' attitude to learning. Attendance rates are high, learners complete their assignment work on time and many more current learners make good progress towards achieving their qualifications. However, outcomes remain low in a minority of subjects such as leisure, travel and tourism, level 2 English and access to higher education.
- Leaders and managers plan the curriculum highly effectively and this results in a wide range of curriculum pathways from entry to degree level. Partners' and stakeholders' views are valued and they work effectively with leaders and managers to identify local skills gaps, employers' training needs and priority areas of work. For example, managers have started apprenticeships in rail engineering and increased the provision locally for high needs funded learners. Staff now acknowledge that the college plays a pivotal role in serving the diverse needs of learners and employers within their local community.
- Staff training and development are good. A well-planned programme of staff development for managers and teachers has improved how they direct and manage learning across the college, in the workplace and with subcontracted provision. As a consequence, many more learners are making better progress than was previously the case.
- Although teaching, learning and assessment are not yet good, help to enable teachers to improve their practice is well planned and is having a positive impact across much of the college. This is particularly evident in the very good behaviour of learners and apprentices and the good progress made by study programme learners. Teachers are keen to learn and improve their practice and are confident to try new approaches to make learning more stimulating and enjoyable for learners.
- Leaders' and managers' own self-assessment of performance is effective, particularly where it identifies provision that is failing learners. As a result, plans to improve quality are implemented effectively in priority areas. For example, on vocational programmes in sport, a new manager, helped by college learning coaches and teachers, successfully and swiftly changed learners' disruptive behaviour so that learners are now respectful and focused on their learning.
- Learners gain a good understanding of living in a democratic society and of life in modern Britain. Leaders and managers are committed to ensuring that learners settle well into their studies and learn to value and respect their peers regardless of their background or prior life experiences.

- Leaders have implemented a revised and ambitious strategy for improving learners' mathematics and English skills. The proportion of learners who now achieve their English and mathematics qualifications has improved, although it is not yet good.

The governance of the provider

- Since the previous inspection half of the governing body, including the chair of governors, has been replaced. The new governing body has a wide range of expertise and skills, combined with a knowledge of the local community and a determination to see the college improve. They use these skills effectively to support and provide appropriate challenge for leaders and managers as together they strive to improve the quality of provision and return the college finances to a strong position.
- Reporting to governors by the senior leadership team is good. Governors are supportive and enthusiastic about the improvements being made while recognising that outcomes for learners are not yet high enough and more work is required before the quality of provision for learners is good or better across all provision.

Safeguarding

- The arrangements for safeguarding are effective. Staff place a good emphasis on learners' safety and security, and as a result, learners feel and are very safe. Managers check thoroughly the suitability of individuals to work with young people and vulnerable adults. All staff, governors and subcontractors complete extensive safeguarding training and are clear about their individual and collective responsibilities to keep learners safe.
- The college welfare team take swift and effective action to identify and deal with safeguarding risks. They work closely with a network of agencies, including the police, social services and health professionals, ensuring that learners are referred swiftly to the most appropriate help available.
- Leaders and managers have made good progress implementing an appropriate range of measures to meet their obligations under the 'Prevent' duty. They ensure that learners and apprentices know how to protect themselves and their peers from extremist views and the potential threat of radicalisation. Learners are confident in reporting any concerns they may have to staff and assessors. The college 'Prevent' lead works effectively with the local authority to make appropriate referrals to the Channel programme.

Quality of teaching, learning and assessment

Requires improvement

- Since the time of the previous inspection, the quality of teaching, learning and assessment has improved, but it is not yet good. This is because teachers do not always match their teaching practice to the individual requirements of their learners and when planning learning. They focus overly on tasks and activities rather than on learning outcomes or the knowledge, skill or understanding that learners should develop.
- Teachers do not always assess what learners have understood and learned and their checks on learning are not sufficiently thorough. Often, they do not develop and extend learning further or challenge learners sufficiently to improve their critical thinking. Too few teachers are adept at checking learning and attainment in class.
- Teachers and assessors are not confident enough to ensure that learners and apprentices develop good skills in English. For example, vocational teachers and assessors sometimes use complex or technical vocabulary without ensuring that learners and apprentices understand what they mean or how they should use this new language properly. In

discrete English lessons, teachers use exercises and activities that are not contextualised or appropriate for the subject area. Learning in these lessons is less relevant and meaningful for learners.

- The use of targets by teachers to help learners achieve their qualifications is not yet good; too often teachers set targets that are too broad or too vague to help learners make better progress in their studies. For example, targets focus on achievement of the qualification rather than focusing on learning acquisition or on completing the smaller steps required. Teachers do not always set targets to encourage learners to be ambitious or achieve higher grades.
- Teachers' feedback to learners following assessment does not give sufficient information on how to improve their performance or grades in subsequent assignments. Teachers generally provide timely feedback to learners on their homework and assessed work.
- Although further improvement is required, teachers have responded particularly well to the changes that senior managers have made to improve teaching, learning and assessment. Teachers have instilled into their lessons an improved structure to learning and established a calm and productive environment for learners. As a result, learners' behaviour and their attainment have improved.
- Teachers often make learning stimulating and fun, and include a wide range of exercises and activities to ensure that learners participate well in lessons. Learners enjoy their studies and take part with enthusiasm. Teachers use praise and feedback well to reward learners' responses and their efforts in class. They are successful in motivating learners to work hard and the majority of current learners are making good progress towards achieving their qualifications.
- Teachers link classroom activities very effectively to real work situations such as project briefs from employers, to stimulate learners' interest and make them more aware of the world of work. For example, learners on a course in theatrical make-up and prosthetics were making a prosthetic nose for a professional actor appearing in a local theatre production.
- In vocational lessons, teachers are effective at helping learners and apprentices develop their mathematical skills. Teachers develop and reinforce mathematical knowledge seamlessly using relevant examples linked to the topic being studied. For example, learners on a childcare course learned about geometric shapes during a session on information signs in childcare.
- Most learners take clear, well-organised notes during lessons. Learners' notes provide useful records to help them learn and prepare for future learning and assessment. Teachers have good access to information and communications technology (ICT) and use it effectively and appropriately to present topics or provide information in lessons.
- Staff provide highly effective information and advice, and assess learners' prior skills well during recruitment to ensure that learners are placed on the most appropriate programme for their needs and ambitions. Staff carefully consider individual learners' circumstances when providing guidance. As a result, learners applying for one programme have been successfully directed to more suitable vocational subjects or to programmes at higher levels. Learners are confident that they are on the most appropriate programme for their employment or further education plans.
- Managers, teachers and assessors monitor well the progress that learners and apprentices make. They provide a good range of interventions such as subject-specific coaching, workshops, in-class or pastoral support, guidance and specialist services to help learners at risk of falling behind, or failing to participate and achieve.

Personal development, behaviour and welfare

Good

- The behaviour of learners and apprentices in lessons, around the college and in the workplace is exemplary. They work collaboratively and well with each other, with their supervisors and with staff. Learners and apprentices are proud to be a part of the Waltham Forest College community.
- Learners make good use of, and benefit from, the high-quality impartial careers advice available. Learners attend well and value the extra workshops provided to help them prepare for work, for example on how to write an employer-focused curriculum vitae, how to create a career plan, and prepare for an interview. Vocational tutors and assessors provide effective ongoing careers advice and guidance.
- Learners benefit from a wide range of vocationally relevant trips, visits and activities that enrich and extend their learning very well. Learners, many of whom have not yet ventured beyond their own immediate local area, improve their confidence through visiting employers and attending events in London and elsewhere.
- Leaders and managers have used their highly effective relationships with a broad range of employers to ensure that learners on 16 to 19 study programmes are well prepared for employment. Learners benefit from well-planned and relevant work experience and work-related activities which ensure that they understand well the requirements of employers. In addition, learners develop good, practical enterprise skills including managing small projects and generating income, by taking part in interesting projects, such as growing and selling potted plants, and selling household accessories through an 'upcycling' project.
- Staff at all levels place a high priority on learners and apprentices staying and being safe while at college and in the workplace. Learners feel safe when in college and know to whom they should take any concerns they may have. Apprentices, in particular, have a good understanding of how to keep themselves and their peers safe at work and when working online. Through the tutorial programme, managers and staff have developed successfully their 'being safe' skills curriculum which provides learners with good opportunities to explore and discuss topics such as individual liberty, social justice, mutual tolerance and respect.
- Since the previous inspection, attendance has improved in vocational lessons and is now very high. While much improved in discrete lessons for English and mathematics, it does not yet meet the same high levels seen across the college. Leaders, managers and staff are relentless in their monitoring of attendance and follow up any non-attendance quickly. Learners understand well that regular attendance is both a key requirement of employers and essential for completing their studies successfully.

Outcomes for learners

Require improvement

- Since the previous inspection, the proportion of learners who achieve their qualification has improved but is not yet good, and the number achieving a merit or distinction pass remains low. Too few learners at all levels make good progress because teachers do not adapt teaching, learning and assessment sufficiently well to meet their individual learning requirements.

- The proportion of learners on 16 to 19 study programmes who achieve their qualification has improved dramatically, although it is not yet good. Current learners, however, are making good progress in their studies and the standard of their work is high.
- The proportion of adult learners who achieve their qualification remains low for much of the provision, with the notable exceptions of those working towards vocational qualifications and those on ESOL programmes. The current senior leadership team have a clear focus on ensuring that all learners are on the course that best meets their starting points and learning aspirations.
- The proportion of learners who achieve a functional skills qualification, while improving, is not yet good; for example, learners achieve well at level 1 and below, but poorly at level 2. In addition, too few learners on 16 to 19 study programmes achieve a GCSE A* to C grade in English and mathematics.
- In most curriculum areas, learners develop appropriate skills in mathematics and are able to apply them well to their studies. Teachers plan vocational learning effectively to make clear to learners how mathematics relates to everyday life and work. For example, in an ESOL lesson learners used a range of calculations to decide which product offer gave them the best value for money. However, staff are less confident and skilful in developing learners' skills in English.
- Leaders have developed further the range of apprenticeship programmes, and apprenticeship achievement within the time planned is mostly high. Those learners on rail engineering and fashion programmes do especially well. Learners focus closely on working safely and quickly develop skills of a good or better professional standard. Most remain in employment on completing their qualification and employers value their contribution highly. The majority of learners who study with subcontracted partners achieve well.
- Leaders and managers have been successful in closing the achievement gap between those learners who require extra help to complete their studies and those who do not; most learners now achieve equally well.
- The achievement of those learners in receipt of high needs funding is good and most move into employment, an apprenticeship and/or higher levels of study. Those learners in the care of the local authority and those entitled to free school meals achieve as well as their peers.
- Learners on vocational courses and apprentices develop good practical skills. As a result, many more learners are successful in gaining employment or continue on to further training as a result of their studies. The proportion of learners who gain a place at university, while modest, is improving.

Types of provision

16 to 19 study programmes

Good

- Currently, 1,057 learners are enrolled on to study programmes in nine subject areas; the largest areas are sport and health and social care.
- Learners make good progress in their studies because managers' and teachers' planning of assessment and learning is now good. Learners have a clear understanding of all elements of their programme and know that teachers will monitor their attendance and progress closely. Learners complete their assignments on time and to a good standard.

- Learners develop good practical and vocationally relevant skills and knowledge. Teachers are ambitious for their learners to succeed in their studies and to progress further into employment or higher education. Teachers continually reinforce the expectations of employers and the skills and knowledge they require from their workforce, such as the need to manage time well and arrive on time for work.
- Leaders and managers, in collaboration with local employers, have planned a comprehensive range of study programmes. Pre-course advice and guidance are highly effective. Learners are now placed on the most appropriate programme of study that builds on their prior achievement well. Assessment of learners' practical and academic skills is thorough, and those learners that require additional help to complete their studies receive that help promptly.
- Managers' and teachers' monitoring of individual learners' progress is now good. Teachers scrutinise learners' progress carefully and are quick to intervene should a learner fall behind in their studies. Teachers ensure that learners understand whether or not they are making good progress in all elements of their programme and that they are clear about what action to take should their work or attendance not meet teachers' expectations.
- Learners benefit from high-quality work experience that enables them to put into practice the skills and knowledge they have gained at college. Teachers are keen for learners to understand and work safely, and instil in learners the need to develop the correct professional approach to their fellow workers, supervisors and customers. Local employers are keen and eager to offer work experience and work with managers to provide good-quality opportunities for learners to develop their enterprise and project management skills.
- Learners' behaviour is very good and they know how to keep themselves safe and healthy. For example, learners in a sports lesson spoke eloquently of their findings from their research into the impact of bad diet on sport performance. Learners value the diverse backgrounds and life experiences of their teachers and peers.
- Ongoing careers advice and guidance are thoughtful and relevant to individual learners' career plans and enable them to make good choices for their future. Teachers and staff encourage their learners to be aspirational in their career and life choices.
- Learners develop adequate skills in mathematics and have an effective understanding of how mathematics relates to their everyday life. For example, learners in construction understand how Pythagoras' theorem relates to laying out and completing a course of brickwork. However, too few learners improve their skills in English, particularly their use of technical language and complex vocabulary, and this inhibits their opportunities to progress well in learning and life.
- On level 3 courses, too few learners achieve a distinction or a merit grade for their work. This is because teachers' feedback to learners on the quality of their work in class and in assignments is not always sufficiently specific or developmental. In a minority of instances, learning planned is not appropriately demanding of learners.

Adult learning programmes

Require improvement

- The college offers a very broad range of adult learning provision, including short courses, access to higher education, 19+ study programmes, vocational courses, GCSE English and mathematics, community learning programmes and subcontracted provision. Adult-funded provision accounts for just over half of all publicly funded provision at the college.

- On access to higher education programmes, teachers do not check learners' understanding and knowledge gained in class carefully enough or encourage learners to develop high-order thinking and research skills. Too many teachers allow those who are more confident in class to dominate question and answer sessions without assuring themselves that all learners know and understand the concepts discussed. Current learners are making better progress than was previously the case, and management actions to secure improvement are in place, but as yet it is too soon to judge the impact.
- In discrete lessons for mathematics, teachers do not plan learning well enough to enable learners at different levels of understanding to complete the learning activities and improve their knowledge and understanding. Too many teachers do not develop learners' skills in mathematics sufficiently, and too few learners make good progress in their learning.
- Adult learners on vocational programmes and those who study with subcontractors develop effective skills for employment. Teachers make frequent links between theory and how it applies within the workplace. This is particularly strong in hairdressing, fashion studies and electrical programmes. Teachers and trainers ensure that learners pay good attention to health and safety practices and work safely, for example when isolating electrical equipment or using industrial speed sewing machines. Teachers develop learners' numeracy skills well. For example, they expect hairdressing learners to calculate the potential profit from selling related hair styling products, and in catering learners routinely cost their raw ingredients when working on developing a recipe.
- ESOL learners make good progress in developing their speaking, listening and writing skills. Lessons are well planned, stimulating for learners and ensure that they have a good understanding of social norms and life in cosmopolitan London. Teachers are skilled at using everyday topics and events to reinforce everyday life. For example, teachers develop learners' writing and speaking skills through learning about the British obsession with the weather.
- Strong partnership arrangements ensure that learners on vocational courses make good progress in developing the skills and knowledge they will need to find long-term employment. For example, the Jobcentre Plus initiative with the garment industry provides work in a factory setting where learners work alongside professional pattern cutters. Ongoing careers advice and guidance is a strong feature of adult vocational learning and learners use this advice well to plan their career and next steps to employment.
- Teachers have high aspirations for their learners and a strong desire to see them succeed in learning and life. Staff are highly effective in referring learners that need additional help with their learning or with related well-being concerns to the strong central college services.

Apprenticeships

Good

- A total of 423 learners, including 119 at advanced level and 70 at higher level, are working towards completing an apprenticeship programme. The majority undertake programmes in health and social care, flooring, business administration, fashion and textiles and rail engineering. An additional 360 apprentices undertake training with subcontracted partners.

- Learners make good progress because employers and college staff expect them to develop high professional standards and good-quality practical skills. For example, learners on a butchery apprenticeship are able to remove lamb breasts neatly from a carcass and prepare them for sale to the public. Apprentices in fashion management are quickly able to assess skilfully the quality of garments received from the supplier and decide whether or not they are suitable for sale.
- The large majority of apprentices produce work of a good standard. They are very well motivated and enjoy their time both in the workplace and at college. Assessors are skilled at nurturing apprentices' enthusiasm for their studies and develop quickly strong and productive working relationships.
- Ongoing careers advice and guidance are highly effective. Assessors use their vocational expertise very well to ensure that learners receive the help they require to progress well in their chosen career path.
- Most apprentices have a good understanding of life in modern Britain. They understand well and value highly their co-workers and their customers, who are drawn from a broad range of backgrounds and experiences. Apprentices feel safe, work safely and understand clearly how to keep themselves safe when using the internet.
- Teachers and assessors manage learning effectively. They plan assessments well and assessors monitor closely the progress learners make. Apprentices receive clear and effective feedback that enables them to improve their skills and knowledge quickly. Assessors plan learning carefully to reflect both the demands of the apprenticeship and the needs of the individual businesses in which they work. As a result, most learners increase in confidence and move to positions of increased responsibility within their workplace.
- Apprentices develop their mathematical skills well. For instance, flooring apprentices accurately calculate the costs and quantities of flooring materials required when providing estimates for customers, and butchery apprentices weigh and cost a range of meat products and evaluate accurately the percentage of potential wastage. Most apprentices make skilful use of ICT to research and prepare their assessments.
- Staff and assessors are not yet sufficiently confident and able to ensure that apprentices develop good skills in English. They do not routinely correct the many spelling and grammatical errors apprentices make in their written work or make clear to them the importance of neat and legible written communications. Staff and assessors do not make good use of the information they have available to them of apprentices' starting points to ensure that those who already have a good level of English develop their skills further.

Provision for learners with high needs

Good

- Leaders and managers are committed to increasing the quality and availability of high needs provision within the borough and have increased significantly the number of high needs places. Learners with a range of moderate to severe learning difficulties and/or disabilities study at the college. Of these, 24 are on discrete entry level programmes and 38 study on mainstream vocational courses at entry level to level 3 in subjects such as travel and tourism, childcare, vehicle maintenance, public services, sport and carpentry. A further 20 learners follow a supported internship programme.
- Learners make good progress and develop the skills required to become increasingly independent and are enabled to meet their vocational aspirations. Managers provide a

broad range of programmes that ensure that learners progress from well-structured discrete provision at entry level through to vocational courses at level 3. Learners are prepared well for the future, including employment, and those on internships benefit from highly skilled job coaches who help to improve learners' work skills and confidence.

- Partnership working is particularly effective and enhances learning well. For example, learners experience real work by undertaking internships across a wide range of different jobs within a local hospital trust. This includes working on hospital wards providing care for patients with dementia, developing kitchen skills in the coffee shop and helping administrative staff organise patients' appointment cards correctly. External work placements have also increased as a result of managers working successfully with a local premier league football club.
- Transition arrangements into college from school and elsewhere are good. Staff use a wide range of pre-course activities to ensure that all learners are on the most appropriate course to meet their learning needs fully. Information contained in education, health and care plans, learning disability assessments and information supplied from schools, identify support needs clearly. Staff use this information effectively to plan learning and to evaluate how well learners settle into life at college. As a result, learners settle quickly into their learning and thrive.
- Staff have high expectations of their learners and most challenge them well. For example, in practical cookery lessons learners were expected to work to the timescales they would experience in a commercial restaurant. Learners develop good skills for employment, realising, for example, that good timekeeping and attendance at college are the same skills employers require.
- Learners benefit from resources which are modern and of a high standard. Accommodation in the foundation learning area enables learners to develop good independent living skills, and assistive technology ensures that most learners make good progress.
- Teachers do not ensure that learners develop and improve their skills in English sufficiently well or focus closely enough on improving learners' communication skills. Learners develop good numeracy skills and practise them further through a range of practical activities such as shopping within a budget.
- In a small minority of lessons teachers provide learners with too much information or do not check learners' understanding sufficiently well before asking them to complete an activity. While learning support assistants provide sensitive, discreet and effective support, teachers do not always direct them well enough to work to the best advantage of all learners.

Provider details

Unique reference number	130456
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	4,858
Principal	Penny Wycherley
Telephone number	020 850 18000
Website	www.waltham.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 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	386	879	330	433	371	351	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	54	180	22	97	2	68		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	82							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Aztak Solutions Limited Care First Training Limited Big Creative Education Leyton Orient Trust Train'd Up Railway Resourcing Limited Fashion Enter Limited Floortrain GB limited Whitefield School and centre							

Information about this inspection

The inspection team was assisted by the deputy principal, 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 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.

Inspection team

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Steve Stanley	Her Majesty's Inspector
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Daisy Walsh	Ofsted Inspector
Kimberley Railton	Ofsted Inspector
Ralph Brompton	Ofsted Inspector

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