

# West Cheshire College

General further education college

## Inspection dates

12–15 December 2016

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	16 to 19 study programmes	<b>Require improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Adult learning programmes	<b>Require improvement</b>
Personal development, behaviour and welfare	<b>Require improvement</b>	Apprenticeships	<b>Good</b>
Outcomes for learners	<b>Require improvement</b>		
Overall effectiveness at previous inspection		Inadequate	

## Summary of key findings

### This is a provider that requires improvement

- Leaders and managers have not been successful in improving the quality of English and mathematics provision; consequently, learners' progress is slow and too few learners improve their grade or achieve their qualification.
- The support for disadvantaged learners has not led to rapid enough improvements in the proportion that achieve their qualifications and so they do not do as well as their peers.
- Teachers do not plan learning and assessment well enough to provide sufficient challenge to all learners.
- Teachers do not always provide sufficiently helpful feedback to learners to enable them to understand what they need to do to improve the quality of their work and make the progress of which they are capable.
- Attendance and punctuality are too low, particularly of adult learners. Attendance to English and mathematics lessons is particularly low.
- Leaders and managers do not always take into account the achievement and progress that learners make over time when they assess the quality of teaching, learning and assessment. As a result, leaders' actions to secure improvement are not specific enough to help teachers improve their practice.

### The provider has the following strengths

- Governors, senior leaders and managers have rigorously monitored the impact of their actions to rectify the weaknesses identified at the last inspection. This has led to many positive improvements in learners' experience and achievements.
- Managers have cultivated effective partnerships with a range of stakeholders, resulting in a curriculum that meets local needs well and provides good work experience opportunities.
- Well-managed apprenticeship programmes result in a high proportion of apprentices achieving their qualifications and progressing into sustained employment.
- Learners gain the technical skills and knowledge they need for work. Rates of progression to further study or employment are good.

## **Full report**

### **Information about the provider**

- West Cheshire College is a general further education college with two main campuses in Chester and Ellesmere Port. Approximately 4,500 learners study at the college; of these approximately 1,600 are full-time learners aged 16 to 19 on a range of study programmes. There are around 1,600 adult learners, mainly on part-time programmes, with around 300 on full-time programmes. There are around 1,300 apprentices mainly on level 2 and 3 programmes with a small number at level 4.
- Around three quarters of learners aged 16 to 19 do not have a GCSE qualification at grade C or above in English and/or mathematics when they start their courses at the college.

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

- Improve the quality of teaching, learning and assessment on English and mathematics courses so that learners attend lessons regularly, improve their skills quickly and make good progress so that more achieve their qualifications.
- Ensure that disadvantaged learners achieve as well as their peers by monitoring closely their progress from the start of their course and by providing individual support where needed.
- Ensure that teachers use learners' starting points effectively to plan high-quality learning activities that motivate learners to meet their challenging targets.
- Ensure that teachers provide sufficiently helpful feedback to learners so that learners know what they have done well and what specifically they need to do to improve their work.
- Improve learners' attendance and punctuality by taking effective action when learners are absent or late to their lessons.
- Provide teachers with clear targets and staff development opportunities that will improve the quality of teaching and assessment practices and so improve learners' outcomes.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- A small number of weaknesses highlighted at the previous inspection have not yet been fully rectified. The college's financial position is still unsustainable. Teachers do not always plan teaching, learning and assessment well enough to provide sufficient challenge to learners. Teachers do not develop learners' English and mathematical skills well enough or provide them with helpful guidance so that they can improve the quality of their work.
- Senior leaders have taken significant action to improve staff performance and a number of teachers whose performance failed to improve have left the college. However, the new measures have not yet had sufficient impact on improving the quality of teaching, learning and assessment across all areas of the college. Too often, teachers are not sufficiently aware of the specific aspects of their teaching practice that are weak and what they need to do to improve.
- Governors and senior leaders have rectified successfully the majority of areas requiring improvement identified at the last inspection. The new executive leadership team provides clear direction and has a good understanding of the areas of the college that need to improve.
- Governors and senior leaders ensure that managers are accountable for the quality of provision and they rigorously monitor the effect of their actions. Teaching and learning have improved and study programmes now provide learners with appropriate work-related activities. Leaders have improved successfully the help that learners with additional support needs receive. A higher proportion of learners now progress from level 2 to level 3 programmes or continue to the second year of their level 3 programme.
- Managers have reduced the differences in performance across weaker subject areas, resulting in a higher proportion of learners achieving their qualifications and progressing to further study or employment. The teaching of English and mathematics requires significant improvement as learners' progress is slow and too few achieve qualifications in these subjects.
- The principal, senior leaders and governors show a high level of commitment to securing the college's future, and have done everything they can to put the college on a secure financial footing, while also improving the quality of provision. Managers work hard to reduce costs but the college remains burdened with an unsustainable debt.
- Leaders and managers do not take sufficient account of learners' views when identifying actions to improve the quality of provision. Judgements that leaders and managers make on the quality of teaching, learning and assessment do not always take into account learners' achievement and progress. Consequently, teachers are not aware of exactly what they need to do to improve their practice.
- Self-assessment is rigorous. Managers analyse and use data well to understand where there is poor performance; as a result, they accurately identify areas for improvement. Managers take appropriate action to improve the quality of the provision and monitor closely the impact of their actions.
- Senior leaders and managers work effectively with a wide range of partners, including

employers, and develop the curriculum effectively to meet local and regional needs. Senior leaders forge positive relationships with schools to help school leavers move on to appropriate college courses. Partnerships with universities support learners to progress from full-time study in the college to university.

- Leaders, managers and college staff promote an inclusive and welcoming environment. A strong ethos of mutual respect is evident across the college, both in lessons and in communal areas.

## **The governance of the provider**

- Governors and the executive leadership team have taken appropriate steps to secure a sustained future for the college and to resolve its still precarious financial situation.
- Governors now challenge leaders and hold them to account for underperformance, as well as recognising recent improvements. The governors have an appropriate range of skills, knowledge and experience.
- Governors recognise that the reports they received previously did not lead to appropriate scrutiny and challenge. They now receive more detailed reports to enable them to monitor the progress of managers' actions more effectively.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Learners at the college feel safe. They have a good understanding of potential risks and know how to keep themselves safe. The number of learners disclosing personal safeguarding concerns has increased and staff resolve them well through effective partnerships with external agencies.
- Managers ensure that appropriate checks are carried out on all staff, including disclosure and barring service checks and comprehensive scrutiny of job applicants' suitability. Staff and governors have received training in safeguarding and 'Prevent' duty. However, too many learners are not able to articulate how this affects their lives and work. Managers' policies for the monitoring of external speakers and events are robust. Learners demonstrate an awareness of how to work safely online. Managers monitor this through a range of effective processes and software systems.

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

## **Requires improvement**

- Teaching, learning and assessment have improved since the previous inspection, but are not yet consistently good. Too many learners make slow progress from their starting points. Too many teachers do not take into account what learners already know and can do, which leads to the most able learners finding the work too easy, and least-able learners struggling to keep up. A minority of learners do not focus on the tasks set and disrupt the learning of others.
- The majority of learners do not develop their English and mathematics skills well enough in these subject lessons because most teachers do not set an appropriate level of work in relation to learners' individual starting points. In English and mathematics lessons, most

learners do not make the progress of which they are capable to improve their GCSE grades.

- Too many vocational teachers do not use English correctly in class and in their comments on learners' work; as a result, learners continue to make the same mistakes in their written work. Vocational teachers integrate and develop well the mathematical skills that learners need for working in the industry. For example, travel and tourism learners accurately convert the currencies of different countries.
- In many lessons, teachers do not check the progress learners are making sufficiently well because they allow a small minority of learners to dominate classroom discussions. Learners undertake tasks which teachers do not assess or review before moving on to new topics, and so learners do not learn from them as well as they could.
- Too many teachers do not give helpful feedback to learners to enable them to improve their written work or identify clearly how learners can improve their grades. Consequently, their work is not improved as quickly as it could be, and learners repeat previous errors. Good verbal feedback from teachers supports the development and improvement of practical skills and is often effective and constructive in supporting skills development on vocational programmes.
- Learning support assistants work well with individual learners to support their learning. They encourage them to develop skills, meet their targets and become independent learners. However, teachers do not plan in sufficient detail how learning support assistants can support the learning and progress of the whole group.
- Personal tutors now routinely set and review learners' targets. Learners talk confidently about their personal targets and the progress they are making towards achieving them. However, too many learners on study programmes make less progress than they could because they do not have sufficient guidance on how to achieve their aspirational targets. Teachers provide insufficient encouragement to learners to strive for higher grades in their assignment work.
- Teachers and assessors effectively plan on- and off-the-job training for apprentices in conjunction with employers. Apprentices develop the skills and knowledge they need for work well. Employers, teachers and assessors have high expectations of apprentices and, as a result, a high proportion of apprentices achieve their qualifications and progress into employment.
- In a minority of subjects, such as art and design, inspirational teaching, supported by the setting of demanding targets, helps learners make rapid progress from their starting points. Where this is the case, teachers challenge learners' thinking so that they understand the importance of their studies for their future careers, employment and promotion prospects.
- In the majority of practical sessions, learners develop well the technical skills they need for work and make good use of technical language. For example, performing arts learners understood well the concepts of crosscutting and narration.

## Personal development, behaviour and welfare

## Require improvement

- Attendance for too many learners is erratic and overall it is too low. Attendance at English and mathematics lessons is particularly low. In several subjects, learners arrive late to

their lessons. Managers are monitoring attendance and punctuality closely but actions taken to improve these aspects have not yet had sufficient impact.

- Too many learners make insufficient progress in developing their English skills. Learners often do not have a positive attitude towards improving these skills and they do not always recognise their importance in preparing them for the world of work.
- Teachers ensure that the majority of learners receive good-quality work placements, which help them achieve their personal career goals. They participate in a variety of appropriate activities to prepare them for work, including interview practice, working in college salons and workshops, and on project briefs for employers. The varied enrichment programme enables learners to gain the wider skills that they will need as they move to further study or employment.
- Learners develop their self-confidence and are prepared well for their next step after college. For example, adults on programmes in information technology quickly gain the confidence and skills they need for work. Apprentices improve their personal skills and confidence and are more effective in their current job role and have the attitudes and aptitudes to progress into roles with higher levels of responsibility.
- Learners benefit from good information and guidance about options for progression when they complete their programmes, including higher education pathways within the college and with other providers as well as employment and apprenticeship opportunities.
- A minority of learners achieve additional qualifications. These enhance their skills and benefit them when applying for jobs. For example, travel and tourism learners learn about the importance of water safety in holiday resorts and achieve specialist aircrew qualifications. Learners on cabin crew programmes benefit from access to commercial airline live check-in portals.
- The majority of learners respect each other and their teachers. Staff and learners embrace an inclusive ethos, and managers provide opportunities for learners from disadvantaged backgrounds to participate in learning to meet their personal goals.
- Behaviour is good in lessons. The large majority of learners show respect for one another and pay good attention to in-class activities when they are motivated to progress well. For example, in mathematics, learners offered support to their peers to enable them to understand better linear equations. However, in a small minority of lessons, learners on study programmes show a lack of respect and self-discipline in lessons.
- Learners are aware of their rights and responsibilities but do not always demonstrate a depth of understanding of living in modern Britain. A minority of teachers do not engage learners in meaningful discussions about the rule of law, democracy, respect and tolerance and how it applies to learners' everyday lives.
- Learners feel safe, work safely and are safe. They know how to report any concerns that they have about their safety. Learners have a basic understanding of the risks associated with radicalisation and extremism but are not able to talk confidently about the impact it has on their lives or the safety of others. Learners understand how to stay safe when using the internet and social media sites.

## Outcomes for learners

## Require improvement

- In 2015/16, not enough learners achieved functional skills qualifications in English and mathematics, and the proportion of young people and adults who achieved level 2 qualifications was particularly low. The proportion of learners aged 16 to 18 who achieved grades A\* to C in GCSE English and mathematics was low. A greater proportion of adults on GCSE mathematics programmes achieved high grades than did those at similar providers but the proportion was still low.
- The proportion of learners who achieved at level 2 on award courses in 2015/16 was low, largely due to the achievement rates on the door supervisors' course, which made up three quarters of the level 2 award provision. The door supervision course is no longer running.
- In 2015/16, the achievement of disadvantaged learners was low. The majority of this group of learners did not achieve their English and mathematics qualifications and too many did not achieve their vocational qualification.
- The proportion of young people on study programmes, many with low starting points, who achieve their vocational qualifications, is similar to the national rate. Achievement is high for learners aged 16 to 18 on level 3 programmes, which make up more than half of the learners on study programmes. The majority of learners on level 3 programmes achieve at their expected level.
- A high proportion of young people progress to the next level of study or into work. In 2015/16, three quarters of level 1 learners progressed to a level 2 course. While the number of learners who progressed from a level 2 to a level 3 study programme improved in 2015/16 this remains an aspect for further improvement. In some subjects, such as construction, hairdressing and early years, many learners are progressing directly into employment from a level 2 course.
- The proportion of adults, many with low starting points, following accredited qualifications and who gain the necessary skills and achieve their vocational qualifications, is slightly higher than for other similar providers.
- The proportion of apprentices who achieve their qualification is good, particularly for those on advanced-level programmes. The proportion of 16- to 18-year-old apprentices who achieve is above the national rate. The large majority of apprentices progress into sustained employment and a minority progress to a higher-level apprenticeship.
- Learners develop well the technical skills and knowledge they require for their chosen career or job. For example, media and games learners animate storyboard designs and learners on business programmes develop marketing brand concepts for a soft drinks company.
- Learners with learning difficulties or disabilities make good progress and a high proportion achieve their qualifications. Learners increase their independence and confidence, and the majority progress successfully to a higher level of study. However, achievement is lower in construction, foundation learning and public services. Managers are now carefully monitoring the impact of additional support. Male and female learners and those from different ethnic groups achieve equally well.



## Types of provision

### 16 to 19 study programmes

### Require improvement

- The college provides vocational study programmes for around 1,600 learners at levels 1, 2 and 3 in 13 subject areas. Learners on study programmes make up over half of the learners at the college. Leaders and managers have effectively implemented all aspects of the study programme requirements since the last inspection.
- In too many instances, teaching and learning in English and mathematics lessons fails to interest or motivate learners and too many learners make insufficient progress in improving their skills and achieving their qualifications. Teachers do not integrate English well enough into all vocational subjects and learners do not develop the English skills they need for work.
- A minority of teachers do not consistently challenge the most able learners; consequently, they become dominant or distracted and do not make the progress of which they are capable.
- Too often, learners do not understand the errors in their work, particularly spelling and grammar mistakes. Consequently, learners make similar mistakes over time and therefore do not improve the quality of their written work.
- Learners develop well the technical skills and practical skills they need for work. Teachers demonstrate and encourage the expected sector standards and behaviours. Teachers do this well in bricklaying, where learners demonstrate very good skills in building a range of walls and maintain their working environment to industry standards. Learners in art make good progress using new techniques such as screen-printing and glass cutting. Teachers inspire learners through interesting art projects, which motivate a minority of learners to pursue a higher education course in art.
- Learners develop good numeracy skills. For example, in motor vehicle lessons, learners accurately identify the tread depths for tyres. In plastering, learners work out the correct plaster mix using ratios. In art, learners accurately work out the costs of producing a fashion garment.
- Learners in media and games development use the virtual learning environment to manage their own study independently and they make good progress. Teachers ensure that their learning environment closely matches that of work, allowing learners to develop good work-related behaviours.
- In art, media and games development and early years education, teachers set high expectations for learners and carefully plan learning; this results in good levels of achievement. Learners routinely reflect on targets using traffic light tracking systems and make good progress.
- Learners complete good-quality work experience and work-related activities. During placements, learners develop the relevant skills and attributes they need to follow their chosen career path. Learners receive good information, advice and guidance, which enables them to choose an appropriate study programme linked to their aspirations, and to make well-informed decisions about their next step. This results in a high proportion of learners progressing to further study or employment.



- Learners take pride in their work, work environments and their technical skill development. Teachers motivate them to make progress in their studies and build their confidence to enter the workplace. For example, learners in early years education produce high-quality activities for children. Learners feel safe and understand what to do if any issues arise.

## Adult learning programmes

## Require improvement

- Too many teachers do not place sufficient demands on the most able adult learners. Consequently, these learners do not all make the progress of which they are capable. Teachers' reviews of learners' progress do not always identify any concerns and teachers do not plan well enough to ensure that learners make the expected progress. For example, in media, teachers do not identify that learners with low attendance are not making good progress.
- A minority of teachers do not routinely check the learning of all learners. A minority of learners do not participate effectively and the most able learners dominate questioning sessions. On some professional courses, learning is delivered at a swift pace; learners make good progress and teachers use effective questioning to ensure that learners grasp concepts well and have a deep understanding of their application.
- In English and mathematics courses, teachers do not always ensure that learners improve the quality of their written work. Managers are starting to scrutinise the quality of learners' work to establish higher standards in learners' notebooks. In a few instances, teachers make spelling, punctuation and grammatical errors while working with learners who need to develop their written English skills.
- Too many teachers do not consistently challenge poor attendance and punctuality. Consequently, a significant minority of learners do not attend or are late for their class. Some adult learners who have care commitments frequently miss the start of their lessons. This disrupts learning for others and hinders their own progress.
- Learners have a basic understanding of the 'Prevent' duty, British values and safeguarding. Not all adults, particularly those who are part-time learners, have a full understanding of how the 'Prevent' duty applies to their lives and work. Adult learners feel safe in college and know what to do if they have concerns about themselves or others.
- Learners on non-accredited programmes are making good progress. Teachers set clear, measurable targets, which they monitor effectively. Adults develop self-confidence to return to work and to aim for promotion after developing basic skills in using computers. In an English lesson, learners with very low levels of confidence and skill flourished with an able teacher, who developed their self-confidence and esteem.
- Learners on vocational programmes develop good technical skills and knowledge, which prepare them well for work. For example, accountancy learners prepare trial balances, hairdressing and nail technology learners are successful in local, regional and national competitions and art and design learners carry out facial castings to produce three-dimensional pieces of artwork with high-quality sketchbooks.
- A high proportion of adults on full-time programmes achieve their qualifications and the majority of them progress into further study, apprenticeships, employment or higher education.

- In vocational lessons, teachers use appropriate learning activities to develop their learners' English and mathematics skills for use in the workplace. Learners make effective use of key terminology and calculations; for example, motor vehicle learners produce accurate and professional invoices for their customers.
- Behaviour is good and learners work respectfully with each other in lessons and around college. Learners in vocational areas are in professional dress and reflect industry standards. In a small number of classes, there is some low-level disruption in lessons, due in part to a lack of challenge for the most able. Tutors challenge any poor behaviour in the significant majority of cases.
- Adult learners on full-time programmes are able to access support to carry out work experience and achieve additional qualifications in mathematics, English and information technology. Adult learners produce work of a good standard. Staff celebrate learners' work by producing good displays around the college.
- Staff provide good information to adult learners, which enables them to choose appropriate career pathways. The significant majority of adult learners have clear career plans to get them into work or to progress in their chosen career.
- Partnership working with employers and local partners is effective and the carefully tailored courses often result in many adult learners finding local employment. Partners include Job Centre Plus, a housing association to assist social housing tenants into local jobs, and Cheshire West Council, which provides opportunities to learners to become taxi drivers and leisure attendants.
- Adult learners develop good relationships with their teachers and with each other. They support their colleagues and learn from each other. Learners' behaviour in college is good and they respect each other's views.

## Apprenticeships

**Good**

- Apprenticeships account for just under one quarter of the college's provision. Most apprentices follow programmes in health and social care, engineering and manufacturing, hairdressing and beauty therapy and business administration. Small numbers of apprentices follow programmes in construction, art and media, information technology, and hospitality and catering.
- Managers and assessors plan effectively to meet the needs of apprentices and their workplace. Employers and assessors have high expectations of apprentices. Employers support apprentices very well by ensuring a match between workplace training and apprentices' academic and vocational studies.
- Apprentices develop good professional standards and high-quality vocational skills due to the effective teaching and support they receive from well-qualified and experienced assessors and teachers. Apprentices produce work of a good standard. Apprentices communicate well with customers and colleagues. They quickly become highly valued members of their employers' workforce.
- Assessors effectively monitor and support apprentices who fall behind. Apprentices and their employers receive good developmental feedback from assessors and teachers and consequently the large majority of apprentices improve the standard of their work. Progress reviews cover all aspects of apprentices' programmes and in the majority of

cases, employers take an active role in reviewing the skills developed by their apprentices. As a result, the large majority make good progress and achieve their qualifications.

- Apprentices use technical language associated with their industry well. For example, apprentice pharmacists effectively explain how well they can relate certain drugs to a possible increase in myopathy and identify possible causes and treatments for fungal infections. Apprentices are well motivated and enjoy both their time in the workplace and their studies. Assessors are skilled at fostering apprentices' enthusiasm for their work. They develop strong working relationships with apprentices and employers and a high level of mutual respect exists between them.
- Apprentices contribute to the prosperity and effectiveness of the workplace. Teachers use the good-quality resources to support apprentices' training and skills development effectively. For example, apprentices studying for dental assistant qualifications have access to resources and training in a broad range of techniques including cosmetic crowns, fillings and veneers, facial rejuvenation and sedation for nervous patients.
- The large majority of apprentices develop their mathematical skills well. For example, engineering apprentices calculate limits and fits, cutting speeds and angles. Painting and decorating apprentices calculate volumes of paints and thinners required to decorate walls, ceilings, doors and architraves of different sizes. Most apprentices make good use of information communication technology to research for and prepare work for assignments.
- Apprentices feel safe, work safely and understand how to keep themselves safe. Apprentices are respectful and support one another well. Apprentices know what procedures to follow if they have or know of a concern. They understand how to keep safe when using online resources and most know how to protect themselves from the threat of radicalisation.
- Assessors provide good advice and guidance and assess apprentices' starting points effectively to ensure that apprentices study at the right level to match their aspirations and work needs. The very large majority of apprentices progress to sustained employment and many, including those in healthcare management and health and social care, progress into further study or management and supervisory roles.
- Too many assessors and teachers do not make effective use of the detailed analysis of apprentices' starting points in English and mathematics to plan individual learning. Too many assessors do not routinely plan activities to improve apprentices' use of English and mathematics more quickly or to prepare them for their next steps in education and training.
- A minority of teachers do not effectively challenge all apprentices to demonstrate their knowledge and understanding in classes and, in a small minority of cases, teachers answer their own questions. Questions asked by assessors and teachers to check learning are too often lacking in complexity to test learners' deeper understanding.
- Some teachers and assessors do not sufficiently challenge apprentices to progress more quickly. Consequently, too few apprentices complete their qualifications within the planned timescale. Targets set during progress reviews too often relate to ensuring whether assessed work is completed. Teachers do not sufficiently relate them to individual apprentices' personal goals and aspirations, or the development of their wider skills.

## Provider details

Unique reference number	130618
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	6,344
Principal/CEO	Helen Nellist
Telephone number	01244 656434
Website	<a href="http://www.west-cheshire.ac.uk">www.west-cheshire.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	300	385	470	757	832	464	33	174
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	129	557	44	508	-	48		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	27							
Number of learners for which the provider receives high-needs funding	25							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

## Information about this inspection

The inspection team was assisted by the vice principal, as nominee. Inspectors took account of the college's most recent self-assessment report and development plans, the previous inspection report and monitoring visit reports. 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.

## Inspection team

Andrea Machell, lead inspector	Her Majesty's Inspector
Suzanne Wainwright	Her Majesty's Inspector
Susanne Maher	Ofsted Inspector
Kathy Passant	Ofsted Inspector
Jackie Moores	Ofsted Inspector
Julia Gray	Ofsted Inspector
Ralph Brompton	Ofsted Inspector
Neil Clark	Ofsted Inspector
Tracey Mace-Akroyd	Her Majesty's Inspector

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