

New College Stamford

General further education college

Inspection dates

28 February–3 March 2017

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

Summary of key findings

This is a good provider

- The principal, vice principal and senior leaders have established a culture of high expectations very successfully; this has imbued staff with a sense of optimism and purpose, and has led to rapid improvements in all provision types.
- Governors have a clear understanding of the college's performance; they use this very well when challenging leaders and managers to improve the quality of teaching, learning and assessment.
- Leaders and managers have reviewed local and regional skills needs and have developed a curriculum that prepares learners and apprentices well for employment.
- Well-planned activities ensure that most learners enjoy their learning and make the progress expected of them, regardless of their starting points.
- Most learners and apprentices successfully achieve their main qualifications, and the proportion who gain an A* to C grade in GCSE English and mathematics is significantly higher than in other colleges.
- Most teachers use their expertise and experience very effectively to enable learners and apprentices to develop good relevant knowledge and skills that prepare them well for their next steps.
- Teachers give good feedback that provides learners and apprentices with a clear focus for improvement.
- The large majority of learners and apprentices develop pride in their work and confidence in their abilities.
- Learners' and apprentices' attendance, punctuality and behaviour are good.
- The quality of A-level programmes is not yet good enough; staffing difficulties have slowed the rate of improvement, particularly in sociology, English and media studies.
- In a small minority of vocational subjects, the quality of teaching, learning and assessment has not yet improved sufficiently.
- Too many learners and apprentices do not fully understand the dangers of radicalisation and extremism.

Full report

Information about the provider

- The college is located in South Lincolnshire, adjacent to the counties of Northamptonshire, Cambridgeshire, Leicestershire and Rutland, from which a significant proportion of its learners are drawn. The majority of its learners are aged 16 to 19, but the college also provides programmes for adult learners and a small number of apprentices. The college offers programmes in 14 of the 15 subject areas, from entry level through to higher education.
- The proportion of local young people who leave school with a good set of GCSEs is similar to the national rate. However, the proportion of the local population educated to level 3 or above is slightly lower than elsewhere. Unemployment is around the national rate, with less employment in professional or technical roles. Average earnings are lower than those in England as a whole. Key employment sectors include wholesale and retail trade, manufacturing, and health and social work.

What does the provider need to do to improve further?

- Stabilise the staffing arrangements for A levels and improve the quality of teaching, learning and assessment for these courses, so that all learners are able to attain the grades of which they are capable.
- Rigorously apply the existing quality improvement processes to raise standards in the small number of subjects in which the quality of teaching, learning and assessment is not yet consistently good.
- Provide continuing professional development for those teachers whose practice is not yet good enough, to enable them to improve the quality of their work.
- Revisit topics with learners and apprentices to ensure they fully understand the dangers posed by radicalisation and extremism and the actions they should take to keep themselves and others safe.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, who joined the college in September 2015, has successfully promoted an ambitious vision for the college that focuses very clearly on high expectations of both learners and staff. Through frequent staff meetings, she and her senior managers have communicated well what is working effectively and what is not. They model appropriate behaviour and encourage staff to take responsibility for improving the quality of teaching, learning and assessment within their subject areas. As a result, the quality of teaching, learning and assessment, and outcomes for learners have improved and are now good.
- Leaders and managers have developed a clear strategy that focuses appropriately on high standards, growth and diversification, building external relationships, and financial stability. Managers and teachers are developing highly effective subject-related approaches to improving how they recruit and support learners. They are improving teaching practice and helping learners to make the progress of which they are capable.
- Managers now focus on careers rather than courses and, as a result, are developing the curriculum well to respond to local and national employment priorities. They work closely with local stakeholders such as the local enterprise partnership, employers, schools and colleges. They have introduced apprenticeships in sectors where good employment prospects exist, and have expanded higher education opportunities. Most learners aged 16 to 19 participate in useful work experience and work-related learning.
- Leaders have reduced the number of subcontractors with whom they work. They have encouraged remaining subcontractors to develop programmes in support of the college's priority of increasing provision which meets local and regional skills needs. Managers' oversight of subcontractors is thorough, with good use of unannounced visits to check quality, review learners' progress and ensure that staff follow college practices.
- Leaders and managers have introduced highly effective quality assurance processes; their assessment of the college's strengths and weaknesses is accurate. They have a clear understanding of what they need to do to improve learners' and apprentices' experiences and outcomes. They have addressed well the areas for improvement identified at the previous inspection. Senior managers monitor departmental action plans frequently to judge the progress made. As a result, most actions result in demonstrable improvements. For example, learners' attendance has increased substantially and fewer leave their courses early. The rate of improvement is rapid.
- Through effective observations of teachers and assessors, senior staff identify good practice and areas where improvements are necessary. Teaching and learning coaches plan and deliver useful individual support. Staff training events focus appropriately on those weaknesses that are more widespread. As a result, staff have high regard for the support available, and are mostly successful in improving their performance.
- Managers rigorously appraise the quality and outcomes of the work of individual teachers; they make good use of the outcomes of lesson observations, and assess progress towards personal objectives. Where managers identify weaknesses in teachers' practice, they make appropriate and effective arrangements to improve individual performance. Staff know what they need to do to improve, and feel energised by the approaches used by

leaders and managers to develop their skills.

- Leaders and managers promote equality and the awareness of diversity well. They monitor effectively the experiences and progress of different groups of learners. Actions to address the underperformance of disadvantaged learners have had a positive impact on their progress. Staff work well to support learners who are experiencing challenging circumstances. For example, staff have identified a number of young carers in the college and work closely with them to help them succeed; and transgender learners have access to two sets of all-gender toilets in the college.
- Leaders, managers and governors recognise that A-level provision is not good enough. Recent staffing difficulties have had a significant impact on the rate of improvement, but managers have made appropriate plans to resolve these and to support learners who are behind in their studies. Work to develop an A-level partnership with local schools is underway. Managers have worked hard and to good effect to improve the quality of vocational programmes. As a result, most teaching, learning and assessment activities are good. However, this is not yet consistently the case in a small number of subjects.

The governance of the provider

- A new chair of governors has reinvigorated the board, recruiting new governors with business and finance skills, and four student governors. Governors have reinstated key committees to monitor closely the performance of the college.
- Governors scrutinise the work of the college very effectively and have a clear understanding of its strengths and weaknesses. A monthly 'dashboard', presenting key performance indicators, which governors helped to devise, allows them to understand more accurately and fully the college's position and progress towards its objectives.
- Governors challenge leaders and managers well to improve provision, through, for example, their close oversight of A-level performance and actions to address recent staffing problems. They are improving their understanding of teaching and learning through more effective links with college departments.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff, governors and subcontractors receive training in aspects of safeguarding, such as the 'Prevent' duty and female genital mutilation, and understand their responsibilities well. They assess potential risks thoroughly. Staff, governors and other frequent visitors to the college are subject to appropriate background checks.
- Staff who support learners maintain close links with a wide range of external agencies to provide specific help, such as with housing and mental health. Learners who may need a break from learning, owing to illness or personal circumstances, are encouraged to keep in contact so that they can complete work and their welfare can be monitored.
- Staff and learners receive effective guidance on online safety. Staff receive helpful information about the things learners type into college computers, which they discuss with them sensitively.

Quality of teaching, learning and assessment

Good

- Teachers and assessors use their expertise and experience well to plan and deliver high-quality theory lessons and practical sessions. They make effective use of their links with local employers to develop lessons that are relevant to the workplace. As a result, many learners develop good work-related skills. Workplace mentors work well with college staff to ensure that apprentices can relate their learning to their job roles.
- Most teachers plan lessons well so that activities are appropriate and interesting, and the pace is brisk. Their lessons contain a range of tasks that provide a suitable level of challenge for all learners, including the most and least able. Consequently, most learners make good progress. Where individual learners require a little more help, teachers provide effective one-to-one coaching and support.
- In most subjects, learners benefit from clear and detailed assessment, and feedback that helps them to understand what they might improve. This enables them to make good progress. For example, in biology, extensive individual feedback, linked to mark schemes, ensures that the large majority of learners work at a level above their target grades. On distance-learning courses provided by a subcontractor, trainers provide feedback electronically which is prompt, easy to locate, and encourages development.
- Through effective teaching and assessment, staff encourage most learners to develop good independent-study and critical-thinking skills that enable them to reflect upon and improve their own work. These skills prepare them well for study at a higher level. For example, public services learners make good reference to their own progress records and identify appropriate online resources to support their learning.
- The majority of learners and apprentices produce written work of a high standard; they write accurately and fluently. For example, graphics learners produced high-quality text online, suitable for use in marketing campaigns.
- Teachers manage the behaviour of learners well so that lessons provide a good environment for learning, enabling most learners to make good progress. This is particularly evident in discrete sessions for learners who have complex needs, where staff support those with challenging behaviour to manage their own conduct well.
- Staff identify learners' and apprentices' additional learning needs promptly and effectively. They quickly arrange additional help for these learners at the start of their studies or subsequently if it becomes evident that a learner is having difficulty. As a result, learners who have special educational needs and/or disabilities make as much progress and attain as well as those who do not.
- Teachers on many courses promote learners' understanding of British values, raise awareness of diversity, and promote equality. A-level learners, for example, are able to compare and evaluate different types of liberal democracy and art and design learners work on projects related to religious tolerance and the position of women in society.
- Most teachers ensure that learners develop their English and mathematical skills in ways relevant to their main subjects. For example, in construction teachers make sure that learners understand the importance of developing skills for costing jobs and producing quotations and invoices. As a result, learners understand the relevance of English and mathematics to their planned careers.

- In a minority of subjects, learning resources, for use both within lessons and for independent study, are not sufficient for the needs of all learners. For example, resources for specialised high-needs provision are not consistently age-appropriate; only a limited amount of challenging material exists in the library for A-level and access to higher education learners; and in a minority of subjects, material on the virtual learning environment is underdeveloped and therefore not well used by learners.
- A small minority of teachers provide lessons that are dull and uninspiring. These lessons are often characterised by activities that lack challenge for the most able and are too difficult for the least able; and teachers' use of questioning does not extend learners' knowledge and understanding. In a minority of tutorials, teachers do not explore points made by learners and as a result, too few learners engage fully in activities.

Personal development, behaviour and welfare

Good

- The majority of learners develop skills that allow them to work quickly and accurately in their chosen fields. As a result, they develop pride in their work and confidence in their abilities; they are well prepared for progression to further study and employment. For example, learners in hairdressing work with high levels of professionalism in a commercial salon, and learners in media make-up work on real industry briefs to very high standards.
- Most learners aged 16 to 19 undertake work experience that matches their abilities and career ambitions and as a result, develop good work-related skills. An effective tutorial programme prepares learners well for their work experience. Learners who have high needs receive good support in developing work skills and many undertake work experience. However, in a few subjects work experience is not as successful, and learners in these areas are dissatisfied with their experiences.
- Learners' and apprentices' attitudes and behaviour are good. The vast majority attend well, and arrive at lessons on time and ready to work hard. This positive attitude contributes to their good progress.
- Learners benefit from a range of additional activities that broadens their experience and prepares them well for life after college. For example, learners take part in the college's 'Passport Plus' scheme to recognise and develop skills that will help them to secure employment; the extended project qualification to help them develop their research and writing skills; the National Citizenship Service; and learners in performing arts take specialist additional qualifications. Learners also participate in skills competitions and attend workshops on such topics as starting a business.
- Managers have made appropriate arrangements to ensure that learners and apprentices have access to impartial advice and guidance to help them plan their next steps and develop their future career plans. Tutorials provide learners with help on applying to higher education institutions. Managers gather information about learners' and apprentices' destinations, but they do not analyse this in sufficient detail to ensure that the advice and guidance are effective.
- Teachers promote strongly the values of tolerance and respect, and learners are respectful towards staff and other learners. Learners work well together and respect each other's differences. Most develop a good understanding of the values and behaviour promoted by the college, and this prepares them to be effective citizens in today's Britain.

- Staff place appropriate emphasis on health and safety, deal promptly and effectively with the rare instances of bullying, and take appropriate steps to resolve any safeguarding concerns that arise. Consequently, learners and apprentices feel safe and comment positively on the absence of bullying and discrimination.
- In most cases, learners and apprentices know how to keep themselves safe, including when online. However, staff have not yet done enough to improve learners' understanding of the dangers of radicalisation and extremism. Although a minority of learners, especially those studying for A levels, are able to describe and evaluate the risks related to radicalisation, most learners have only a superficial understanding of this topic.

Outcomes for learners

Good

- The large majority of current learners enjoy their studies and make good progress. Historically, the progress made by learners taking vocational qualifications at level 3 was less than might be expected, but managers have taken appropriate steps to improve matters. They have introduced rigorous systems for setting target grades for learners aged 16 to 19, and most of these learners are on track to meet or exceed these. Most adults and apprentices are on schedule to achieve their qualifications.
- Managers recognise that further work is required to improve outcomes for A-level learners. In particular, a very small number of learners taking A levels in sociology, English and media studies are making less progress than they should because of a lack of continuity in teaching caused by an unforeseen number of staff departures. Although managers have acted swiftly, learners in these subjects remain behind target.
- Most learners following classroom-based programmes successfully complete their main qualifications. The proportion who successfully achieve GCSE grade A* to C is higher than the national rate for mathematics and much higher for English. Historically, the proportion who pass functional skills qualifications has been slightly above the national rate, but this is very low at levels 1 and 2. Current learners taking functional skills are making better progress, with a high proportion successfully passing recent writing examinations.
- The proportion of apprentices who successfully complete their full framework of qualifications has risen rapidly and is well above the rate for other providers. The proportion who achieve within agreed timescales has risen more slowly and is in line with the national rate. However, a number of apprentices have recently withdrawn from their programmes because of job changes or redundancy; this will reduce the overall achievement rate in the current year. Managers have recognised a need to do more to help these individuals secure further employment and continue with their apprenticeship. They have employed staff to develop employer links to achieve this.
- Learners and apprentices develop a good range of practical skills and are able to work to the standard and speeds required by employers. This prepares them well for future employment.
- The vast majority of learners and apprentices progress to positive destinations. Around 75% of classroom-based learners progress to further learning, with a further 20% progressing to employment, including apprenticeships. The large majority of apprentices remain in employment at the end of their programme. Adult learners undertaking programmes to prepare them for sustained employment develop their skills and

confidence. A high proportion progress to employment or substantial learning programmes. However, managers do not analyse sufficiently the destinations of learners and so are unable to say with confidence that they progress to destinations that match closely their aspirations and abilities.

- Learners who have high needs make good progress in programmes specially designed for them, and those who participate in other courses progress in line with their peers. They develop appropriate skills that prepare them well for independent living, employment and further learning. A high proportion progress to positive destinations, including a small number who move into employment.
- Managers monitor closely the progress of groups of learners, including young carers, children looked after, and those from economically disadvantaged backgrounds, providing extra support where necessary. Current data shows that these learners are progressing as well as their peers.

Types of provision

16 to 19 study programmes

Good

- The college has just over 1,700 learners aged 16 to 19. They study a range of academic and vocational qualifications in a wide range of subjects from entry level through to level 3.
- Managers and teachers have designed courses that meet the requirements of study programmes well, and provide learners with a comprehensive choice of academic and vocational pathways, enhanced by work experience and additional activities.
- The large majority of learners benefit from carefully planned and prepared lessons that successfully take account of their abilities and prior learning. Most teachers plan lessons that enable individual learners to progress at different speeds, in line with their capabilities but within clear timeframes. However, in a small minority of lessons teachers do not consider individual needs sufficiently. In these lessons, the most able learners are not challenged sufficiently and too many do not make good progress according to their potential.
- In the majority of lessons, teachers use their considerable knowledge, expertise and links to industry very well to teach interesting and stimulating lessons. Learners respond well and find lessons relevant and meaningful. Those on vocational programmes become adept at producing practical work that meets current industry standards.
- Learners benefit from a wide range of different assessment methods that teachers use to check their progress. Teachers ask questions, set tests, conduct quizzes and encourage peer review and self-reflection. This helps learners to understand how well they are doing and how to improve. The quality of teachers' advice on written and other work enables learners to catch up or to improve further. For example, learners in beauty therapy benefit from highly effective personalised assessment methods linked to individual targets that lead to high levels of progress.
- Learners develop good employability skills, often through a wide range of simulated practical activities in lessons. For example, plumbers solve different radiator heating problems in workshops. An increasingly large majority of learners undertake successful

external work experience. Staff make good use of the college's 'Passport Plus' scheme to help learners increase their awareness of employers' expectations.

- Most teachers integrate English and mathematics into lessons well, and learners understand the importance of improving these fundamental skills. For example, learners in carpentry calculate ratios to produce gothic windows, and hairdressing learners understand the importance of angles when cutting clients' hair. Those learners who need to gain qualifications in English and mathematics attend specialist lessons and make good progress.
- The great majority of learners have clear long- and short-term targets that help them focus effectively on the skills and understanding they need to develop. Teachers and learners review targets frequently and record any changes on the college's online tracking system. Learners find targets motivational, and this helps them to make good progress.
- Managers have made appropriate arrangements for learners to receive impartial careers advice and guidance to help them prepare for their next steps. The large majority of learners complete their courses successfully and progress to employment or further education. However, managers do not analyse these destinations fully and are therefore unable to gauge the full effectiveness of careers advice.
- A small minority of teachers do not check and develop learning and progress sufficiently. Their methods often fail to probe knowledge or understanding sufficiently, and do not challenge and stimulate learners to develop deeper learning or analytical skills. As a result, their learners make only limited progress.

Adult learning programmes

Good

- Around 700 adults study at the college or with one of its partners. Many adults follow academic and vocational programmes alongside learners aged 16 to 19. The college also provides access to higher education programmes and works with partners to offer courses in English for speakers of other languages (ESOL) and distance-learning programmes – predominantly in subjects related to health and social care.
- Leaders and managers have worked successfully with partners to develop a range of programmes that helps to develop the skills of disadvantaged adults in the local community. They have designed courses to offer as much flexibility as possible to allow learners to study around other commitments, such as childcare. Distance-learning courses, which were historically delivered across the whole of England, now focus on learners in the local area.
- Teachers help their learners to overcome any difficulties they may face as they return to learning, often after a considerable break. Learners grow in confidence, improve their personal and social skills and develop the attributes they need to secure and sustain employment. Learners attend well, are punctual and arrive ready to learn.
- Most learners make good progress. Vocational learners develop good practical skills. Learners taking ESOL courses develop skills that help them to lead more independent lives and take a more active role in their community. Many become able, for example, to make their own appointments with their doctor, talk to their children's teachers, and use public transport for the first time. The majority of learners who take intensive employability programmes develop a range of skills, and the majority move into

employment or substantial study.

- Most teachers plan and deliver lessons that are well structured, with a range of useful and interesting activities. They assess their learners' progress frequently and support them to progress to higher levels of study as soon as they are ready. Learners produce written work to a good standard. Teachers assess this work carefully and provide detailed feedback that helps learners make improvements.
- The small number of learners who embark upon access to higher education courses are not provided with sufficient advice and guidance before they enrol. As a result, many do not understand the demands of these programmes and too many leave their programme early.
- A minority of learners do not extend their skills and knowledge as much as they are able because teachers do not challenge them enough. For example, when asking questions they accept learners' initial responses too readily and do not encourage further responses or debate to deepen learners' understanding.

Apprenticeships

Good

- The college currently has 186 apprentices, of whom 79 are advanced-level apprentices. The vast majority are on engineering and manufacturing, construction trades, and hairdressing and beauty therapy programmes. Smaller numbers follow programmes in business administration, hospitality and catering, and health and social care. All programmes meet the principles and requirements of an apprenticeship.
- Managers and staff plan apprenticeships very effectively so that they meet closely the needs of employers and apprentices. They assess apprentices' skills and prior learning well to ensure that apprentices study qualifications at the right level. Staff work with employers to ensure that units of study match job requirements, and give apprentices the best chance of fulfilling their potential. For example, one health care provider routinely discusses with the assessor new disciplines and areas of study for her staff to undertake, to continue to meet the changing needs of the sector.
- Workplace training is good. Highly skilled and experienced mentors ensure that apprentices develop good skills. For example, motor vehicle apprentices hone their skills in diagnosing faults in vehicle brakes and can successfully recognise the root of problems such as squealing or vibration.
- Many apprentices enjoy a range of activities that enliven their studies and help to keep them motivated to succeed. For example, a group of hospitality and catering apprentices particularly enjoyed a demonstration in the use of chocolate in cooking. This involved them touching; smelling; listening to the sounds made by different chocolates when they are broken; tasting different blends; and hearing about recipes from around the world.
- Apprentices receive good support from assessors and their employers, which includes frequent and challenging assessment of their skills. As a result, the large majority of apprentices make good progress, and most secure permanent employment and become valued members of the workforce upon completion of their qualifications.
- The large majority of apprentices complete their practical and written work to a high standard, particularly in the workplace, and present their assessment evidence neatly. Apprentices use photographic evidence particularly well in electronic portfolios to

demonstrate clearly the good progress they have made in developing their skills. Hospitality and catering apprentices showcase their good practical work at monthly dinner events, often attended by governors and tutors.

- Apprentices use mathematics frequently within their working lives and develop their skills effectively. For example, apprentice plumbers research and calculate costs of equipment and materials to meet customers' needs and in creating estimates for potential clients.
- Apprentices comply with health and safety regulations particularly well, and employers place apprentices' safety at the top of their priorities. Apprentices have a good understanding of safeguarding and the correct procedures to follow should they have a concern. As a result, they feel safe at all times.
- In their written feedback, assessors too often fail to indicate to apprentices how they can improve their skills and knowledge, particularly within electronic portfolios – which renders this feedback less useful to learners. Assessors provide effective and detailed oral feedback that helps apprentices improve their work. In a small minority of cases, apprentices' work is untidy and contains errors in spelling, grammar and punctuation, which assessors and tutors do not highlight. As a result, apprentices repeat common errors in later work.
- In progress reviews, assessors do not set sufficiently challenging targets for apprentices to promote rapid achievement of qualifications or development of work-related skills. As a result, the proportion of apprentices who achieve their qualifications within planned timescales is not as high as it might otherwise be.

Provision for learners with high needs

Good

- The college currently receives funding for 57 learners with high needs from seven local authorities. Of these, 31 learners are on specific high-needs courses at the main campus. The remaining 26 learners attend a range of study programmes, including A levels, and one learner is on a supported internship programme.
- Managers use funding for learners with high needs appropriately, and all learners benefit from highly personalised programmes that are suitably challenging. Staff conduct comprehensive and timely reviews of education, health and care (EHC) plans and as a result, most learners meet their EHC plan targets.
- Staff manage the transition into college very effectively for learners with high needs. The transition officer works very well with a wide range of local feeder schools, families and carers to ensure that learners are well prepared for college, and that college staff are clear about their needs. Learners attend open days, taster sessions and part-time courses to build up their confidence and knowledge of the college prior to joining.
- Tutors have high expectations of learners and promote a can-do approach that helps learners make good progress. They provide well-planned and delivered sessions that motivate and build learners' independence in a range of settings. Tutors and learning support assistants use questioning very effectively to prompt, check understanding, encourage reflection and recognise prior learning.
- Staff support learners to become more independent in their studies and, as learners build their confidence, to manage their own support needs. Lessons have a strong focus on building transferable skills for life and work. Staff progressively reduce support to help

learners become more independent in preparation for their transition into higher education, work or independent living.

- Staff make good use of effective systems to assess and record learners' progress and achievements. Learners make good progress and most move onto higher level programmes including 16 to 19 study programmes. A small number move into employment. Staff help learners to manage their transition out of college well; they share information about learners' support needs with other providers to ensure that they are well catered for.
- Learners improve their social and communication skills through well-planned and well-managed practical activities that incorporate these transferable skills for the workplace. In addition, they benefit from access-to-enrichment activities that help to build their social and communication skills. Tutors ensure that learners develop a good understanding of health and safety practices in practical workshops, in the training kitchens and in the classroom, preparing them well for work experience or independent living.
- Staff produce detailed behaviour plans with clear guidelines that enable staff to support learners consistently. This consistency and clarity help to ensure that learners behave appropriately.
- Tutors, and other specialist staff, help learners to use adapted technologies that enable them to make good progress. Managers ensure that appropriate resources are in place for learners from the moment they join the college.
- Learners produce work of a good standard. Tutors and learning support assistants provide effective verbal and, where appropriate, written feedback to support improvement and praise success. However, a few aspects of teaching and learning hinder the full development of learners' language skills, such as the overuse of block capitals, spelling words out for learners, and the use of resources that are not age-appropriate.

Provider details

Unique reference number	130760
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	3,588
Principal/CEO	Mrs Janet Meenaghan
Telephone number	01780 484300
Website	www.stamford.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	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	186	392	532	233	1,003	83	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	72	35	40	39	-	-		
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	57							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Learning Curve (JAA) Limited Aspire Sporting Academy Limited Gladstone District Community Association Caroline Dolby – Wildcats Theatre School							

Information about this inspection

The inspection team was assisted by the vice principal, curriculum and quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of 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

Russ Henry, lead inspector	Her Majesty's Inspector
Gillian Forrester	Her Majesty's Inspector
Ralph Brompton	Ofsted Inspector
Claire Griffin	Ofsted Inspector
Nicholas Sanders	Ofsted Inspector
Sylvia Farrier	Ofsted Inspector
Rebecca Clare	Her Majesty's Inspector
Matthew Newbould	Ofsted Inspector
Lesley Talbot-Strettle	Ofsted Inspector
Paula Heaney	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017