

West Kent and Ashford College

General further education college

Inspection dates

28 February–3 March 2017

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

Summary of key findings

This is a provider that requires improvement

- Although leaders and managers have improved the quality of teaching, learning and assessment from very low starting points they are not yet good.
- The proportion of younger apprentices and learners on study programmes achieving their qualifications has improved but remains low.
- Feedback from teachers and assessors to apprentices and learners on study programmes does not help them to improve the standards of their work.
- The majority of teachers do not use the results of initial assessments well enough to plan sufficiently challenging lessons so that learners can reach their full potential.
- Too few learners achieve functional skills qualifications in English and mathematics, or high grades in GCSE mathematics.
- Learners' attendance in English and mathematics lessons, including English for speakers of other languages (ESOL), is low.

The provider has the following strengths

- Leaders have been determined in tackling the inadequacies that prevailed at the previous inspection, and the quality of provision is improving.
- Adult learners make good progress and achieve high standards.
- Learners with high needs benefit from carefully planned and effective support that helps them to integrate fully into college and community life and make good progress.
- Leaders have developed effective partnership arrangements to improve learning resources, including new buildings in Ashford.
- Learners gain confidence and develop good practical skills which prepare them well for their next steps. Apprentices use their skills well to the benefit of their employers' businesses.
- As a result of good advice and guidance, a very large majority of learners who achieve their qualifications go on to higher-level courses, university or enter suitable employment.

Full report

Information about the provider

- West Kent and Ashford College (WKAC) is a medium-sized general further education college with sites in Tonbridge and Ashford in Kent. A small site in Tunbridge Wells will be closed shortly and the provision relocated to Tonbridge. The Hadlow group of companies assumed operational management of the newly formed WKAC in August 2014, following the demise of the previous K College. Approximately four fifths of K College provision transferred to WKAC.
- The college provides a range of post-16 education and training, including 16 to 19 study programmes, adult learning programmes, apprenticeships and courses for learners with high needs. Learners attend from a wide area of Kent and north Sussex. At the time of the inspection approximately 3,300 learners were enrolled at the college and around one quarter of these attend the Ashford campus.
- Ashford has higher levels of social and economic deprivation than surrounding areas. The proportion of residents of Tonbridge and Malling with qualifications at level 2 and above is higher than the regional and national rate, and lower for residents in the Ashford area. Employment in areas served by the college is above the national average.

What does the provider need to do to improve further?

- Raise the quality of teaching, learning and assessment by ensuring that:
 - teachers use initial assessment to plan theory lessons which are sufficiently demanding to motivate and challenge apprentices and learners on study programmes to reach their potential, particularly those who are most able
 - teachers and assessors provide sufficient feedback to apprentices and learners on study programmes so that they know what they need to do to improve their work to a high standard
 - managers provide the specific support and development needed for teachers to improve teaching, learning and assessment.
- Improve the achievement rates for younger apprentices and learners on study programmes, by:
 - providing timely, effective help for learners who are not making sufficient progress
 - setting challenging targets which accelerate learners' progress
 - improving the planning and teaching of English and mathematics.
- Raise the attendance of learners in English and mathematics lessons so that they develop the skills they need and pass their qualifications.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The Hadlow group took over WKAC in 2014 from the failed previous provider. At that time, the college suffered from financial losses, resources were run down, particularly at the Ashford campus, and learners' achievements were poor. Relationships between the college and the local community were not good and the morale of staff and learners was low. The new senior leaders have a clear focus on improving all aspects of the college following the previous inspection. They have introduced a culture of high aspirations and accountability, and improved performance management, which has started to raise the quality of teaching, learning and assessment, particularly for adults and learners with high needs funding. However, these improvements have not yet improved the overall quality sufficiently and too many learners on study programmes or apprenticeships do not make the progress of which they are capable.
- Managers have not yet secured substantial enough improvement in teaching, learning and assessment. Teachers improve their teaching and assessment as a result of accurate and helpful feedback from observations, which are closely aligned to an effective appraisal process. Most teachers benefit from good-quality personal development, but this does not address specific areas of improvement sufficiently well, for example, meeting the different ability levels of learners within classes.
- The successful recruitment of good teachers of GCSE English improved the quality of teaching last year. This resulted in a significant proportion of learners achieving high grades at A* to C in their GCSE English examinations. Efforts to improve the quality of mathematics were not as successful, as demonstrated by the low and declining achievement for younger learners.
- Leaders, managers and governors use self-assessment well and have a clear picture of the quality of provision. They have identified clear actions and specific targets for improvement in their quality improvement plan. Leaders now use a range of accurate information well to monitor the progress of plans to improve quality effectively. For example, their actions to increase the performance of different groups of learners have been successful. However, managers have not made sufficient progress in other important areas such as improving the number of learners undertaking work experience early in their programmes.
- Leaders have been effective in creating positive partnership arrangements with local and regional businesses, local authorities and the local enterprise partnership (LEP). They have used these partnerships well to develop learning programmes that are aligned closely to the local and regional economic needs. For example, they have obtained substantial investment from the local authority and the LEP to develop a new centre in Ashford for key priority areas such as retail, manufacturing and engineering.

The governance of the provider

- Senior leaders have strengthened governance arrangements since the previous inspection and have developed a structure that draws upon the expertise from Hadlow College in conjunction with governors from WKAC.

- The new governing body has the relevant skills and experience needed to support the development of the college and has contributed significantly to the development of a new strategic plan.
- Governors have a good understanding of the key strengths and areas for improvement based on accurate information on the progress and performance of learners.
- Governors recognise that the pace of improvement has been slower than expected due to the significant changes needed to improve from the very low base at the time of the previous inspection. They continue to challenge senior leaders to ensure that more rapid improvements are made, for example in the quality of teaching mathematics.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff have established a safe and welcoming environment where learners and apprentices feel safe. Learners and apprentices know how and to whom to report any concerns they may have. Managers maintain accurate records of safeguarding incidents and deal with them effectively. They have effective links with external agencies such as the police and social services, which they use appropriately to ensure that learners receive the support they need.
- Leaders ensure that they comply with the requirements of the 'Prevent' duty and work closely with partners to identify potential threats to learners' safety from extremist ideology. All staff attend effective annual safeguarding, health and safety and 'Prevent' training. Staff identify concerns quickly and take effective action.
- Managers ensure that safe recruitment processes are robust. New staff are vetted thoroughly and comprehensive background checks are carried out.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not set work that is stimulating or sufficiently challenging for learners on study programmes or for apprentices. As a result, too many complete work which is too easy; they lose interest and do not make the progress they should. Too few teachers use a wide enough range of strategies to enable learners who are most able to make the progress of which they are capable based on their starting points, especially on A-level programmes.
- Teachers and assessors do not give feedback to younger learners and apprentices which is detailed enough to help them improve rapidly. Feedback does not develop learners' and apprentices' understanding of how they can improve the standards of their work to excel beyond the basic requirements for examinations. In contrast, teachers of adults and of learners with high needs provide them with concise and useful feedback which helps them to understand how to improve and achieve high grades.
- While detailed information on individual learners is gathered at the start of their programmes, teachers and assessors do not use this effectively to plan theory lessons which develop and deepen learners' understanding well enough. As a result, learners do not make sufficient progress. Teachers of adults and of learners with high needs use their knowledge of their learners to plan lessons well and these learners do make good

progress. Learners on access to higher education programmes benefit from effective, tailored support and develop good independent study skills.

- Too many teachers in discrete English and mathematics lessons do not take learners' existing skills and knowledge into account when planning their learning. Learners in functional skills and GCSE classes often do the same work, even when their starting points are quite different, so the most able learners quickly complete the task and then lose motivation. Teachers of level 2 English functional skills set work which is too easy for learners' abilities and learners do not improve their writing skills well enough.
- Teachers and assessors use their extensive knowledge to help learners and apprentices develop useful skills which employers value. For example, engineering learners received good support in a workshop so that they skilfully, and with precision, created tools that were of very good quality.
- Tutors and assessors give learners strong pastoral support. This creates a safe and supportive learning environment, which helps learners to overcome a wide range of personal barriers to learning. Learners value the support they receive and display positive attitudes to succeed.
- Learners have good resources available to them and make good use of the college's virtual learning resources to research topics further and to catch up on any work missed through absence.

Personal development, behaviour and welfare

Requires improvement

- Although improving, attendance is still low in English, ESOL and mathematics lessons. It is particularly low in mathematics at Tonbridge. Most learners attend punctually but adult learners' and apprentices' timekeeping is poor.
- Apart from apprentices, learners do not develop sufficient mathematical skills. They do not acquire enough basic knowledge in their specialist mathematics lessons to apply these in new and vocational contexts. Conversely, where they gain knowledge in vocational settings this is not linked effectively to their relevant mathematical qualifications. For example, sports learners calculate blood pressure readings under the guidance of their vocational teacher, but this aspect is not developed further by their mathematics teachers.
- Staff do not plan work experience sufficiently well or early enough in each learner's programme of study, except for learners with high needs funding. Learners are unclear why or where they will complete work experience. Where learners participate in work experience they usually develop skills well within the commercial pressures expected by employers and customers.
- Too few learners understand British values well enough. Their teachers do not always introduce activities about living in modern Britain within a meaningful context. A small minority of less confident teachers allow a few dominant learners to express strongly held views, which make other learners uncomfortable to participate in group discussions.
- Learners develop good vocational and practical skills which prepare them well for further studies or employment. Teachers arrange a good variety of additional curriculum opportunities where learners extend their skills, such as in performing at events,

volunteering at half-marathons or organising conferences for childcare practitioners.

- Adults, learners with high needs and apprentices gain good English skills. Study programme learners develop their English skills effectively during vocational lessons because their teachers help them improve their writing, spelling and grammar. For example, business administration apprentices develop a glossary of key technical terms which underpins what they learn in their workplaces. However, learners do not acquire English skills quickly enough during GCSE and functional skills lessons.
- Learners have access to good advice and guidance. They receive useful information about the college which helps them settle into college life well. Those wishing to progress to university or higher-level courses receive helpful guidance in completing their application forms and preparing for interview. These learners are clear about how their course will help them pursue their intended career. However, learners intending to go onto apprenticeships and employment are less well-informed about their future career paths.
- Learners' behaviour is generally good. They arrive well-prepared to learn and enjoy their studies. Most learners acquire the attributes they need, including improving their communication and team-working skills.
- Learners have opportunities to join a broad range of enrichment activities, including sports, competitions, activities about the world outside of college and healthy living initiatives. Those that take part value their experiences. A small minority of learners find it difficult to attend enrichment activities because these do not fit well into their timetable, meaning they are either in lessons or have long waits before activities start.
- Learners feel safe. They benefit from effective learning at the start of their programmes about the 'Prevent' duty through completing interesting activities about radicalisation and extremism; most learners understand how to protect themselves from such threats. In addition, learners have a good understanding of how to keep themselves safe online and technical staff monitor and review learners' use of the internet and searches made on college computers very effectively. Learners have changed their use of social media sites through awareness-raising activities about uploading photographs.

Outcomes for learners

Requires improvement

- The achievement of learners at the time of the previous inspection was very poor. Since WKAC was established, there has been an improving trajectory from this very low starting point for learners on all types of provision but outcomes are not yet good.
- The proportion of learners and apprentices aged 16 to 18 who achieved their qualifications improved in 2015/16 but remains low. A high proportion of learners aged 16 to 18 on courses below level 3 stay on their courses but last year too few achieved their qualifications. Too few learners completed their level 3 courses. Retention and achievement rates were particularly low on AS-level courses although more learners have remained on these this year.
- Learners on academic study programmes make insufficient progress based on their starting points, particularly on A-level courses. There is too much variability between subjects. Younger learners on level 3 vocational courses achieve at least the grade they should, given their prior attainment. A high proportion of learners on performing arts and art and design diplomas achieve high grades.

- In 2015/16 the proportion of learners aged 16 to 18 who achieved level 2 functional skills qualifications, and adults who achieved either level 1 or level 2, was too low. Not enough learners achieved high grades for GCSE mathematics. However, the achievement of high grades in GCSE English was good and considerably higher than the national rate for both younger learners and adults.
- The large majority of adults on level 2 and 3 courses achieve their qualifications. They achieve well in leisure, sport and tourism, health and social care, hairdressing, and education. Adult learners on courses to prepare them for work improve their confidence and communication skills well; as a result, half of them progress into paid employment.
- Although the proportion of adult learners achieving their main qualifications at level 1 is improving, it is still low. Learners on ESOL, construction, and business courses had low achievement in 2015/16. The proportion of adult learners with learning difficulties and/or disabilities and learners across many ethnic groups who achieve their qualifications is low.
- The proportions of apprentices on intermediate-level courses and apprentices aged 19 to 24 who achieved their qualifications improved in 2015/16 and are now high. Business and management apprentices and those on plumbing and heating apprenticeships achieve particularly well. However, not enough apprentices on advanced apprenticeships or apprentices over the age of 24 achieve their qualifications and those that do take longer than they should. The proportion of female apprentices who complete their apprenticeships is lower than their male peers. Too few apprentices on health and social care, construction, hairdressing, professional cookery, and automotive apprenticeships complete their qualifications.
- A very high proportion of learners with high needs stay on their courses and achieve their qualifications. The proportion of learners looked after, or previously looked after, who complete their qualifications has improved, although it remains just under the rate of other learners.
- A very large majority of learners who successfully completed their courses last year progressed onto higher-level courses or to employment, an improvement since the previous year. Three quarters of adults on access to higher education courses progress onto university, as do two thirds of successful A-level learners. The proportion of apprentices entering sustained employment or education after successfully completing their apprenticeship has increased but is not yet high enough.

Types of provision

16 to 19 study programmes

Requires improvement

- Almost 2,000 learners are enrolled on study programmes, two fifths are at level 3 and just over one third at level 2. They study a wide range of academic and vocational subjects, the largest of which are arts and media, and science and mathematics.
- Teachers do not plan learning activities well enough in a large majority of theory lessons to cater for the differing levels and abilities of learners within their groups. As a result, the most able learners are not challenged to work to a high standard and those struggling to keep up lose interest.
- Learners are aware of their minimum grades and the grades they could achieve, based on

their starting points and potential. However, teachers do not set appropriate or effective targets to help learners develop the skills and knowledge they need to achieve these, particularly on A-level, health and social care and information technology courses.

- Teachers do not check learners' understanding often enough to assess what they have learned, or where they still need help. As a result, learners are frequently unclear about what they have achieved or the knowledge they still need to develop. Too many make slow progress, especially in academic subjects or in vocational theory lessons.
- A low proportion of learners had benefited well from work experience or work-related activity at the time of the inspection. The remainder had time planned into their timetables but most learners did not know details of placements as these were still being finalised.
- Learners benefit from well-resourced workshops with commercial standard equipment, where they develop highly relevant, good, practical workplace skills. For example, learners on beauty courses initially practise manicures using life-like model hands to gain a more realistic idea of how to complete the treatment without causing discomfort to clients, and learners on fashion and textile courses design and make highly detailed costumes. In practical sessions, teachers make good links to industry practice and instil good professional standards in their learners, such as presenting food attractively in restaurants, or using careful titration techniques to find the neutral points of chemical solutions.
- Learners work well on projects which they plan and research thoroughly and which are often linked to future aspirations. They work productively in teams to develop good personal and communication skills. For example, engineering learners designed a speedometer to use in skateboard racing and a transmitter radio for military use.
- The large majority of vocational teachers develop learners' English and mathematical skills well in a relevant context and learners are able to identify where they are using these skills. For example, trainee chefs communicate well in the kitchen to produce good-quality dishes and forensic science learners calculate the amount of iron in an iron tablet. However, in functional skills and GCSE English and mathematics lessons, teachers do not ensure that learners acquire skills and knowledge quickly enough. A few teachers lack expertise in teaching English, resulting in learning activities and assessments that contain errors.

Adult learning programmes

Good

- There are approximately 1,000 adults enrolled on a wide range of daytime and evening vocational training and academic courses. Courses are closely linked to developing the knowledge and skills required to gain employment or enhance career opportunities. Lessons are taught by knowledgeable and experienced teachers, whose links with industry are current and appropriate. Consequently, learners enjoy their lessons, develop good subject knowledge and skills and make good progress. A large majority of adult learners achieve their qualifications.
- Effective provision supports and develops the English language skills of refugees and asylum seekers, and although achievement rates are low, this particularly vulnerable group gains from the wider social networks provided at college. As a result, the majority

of ESOL learners progress into higher level learning, including academic and vocational training.

- Provision for adults reflects the needs of an increasingly diverse community of learners, including those in disadvantaged communities or who are socially isolated. Adults who may not have been successful at school, or whose social circumstances previously prohibited their access to learning, are supported well to take qualifications to help them progress in learning and work.
- Learners work well together in class and confidently carry out tasks which the teachers set them. Teachers use a range of strategies well to check learners' understanding and to assess learners' competencies. Learners make good progress because teachers make clear what they do well and what they need to improve.
- Teachers plan lessons well, taking account of learners' difficulties and personal and social challenges. Learners confidently contribute to lessons and demonstrate their knowledge and understanding of subjects, for example on calculations on mathematical probability. Learners receive helpful feedback from their teachers who reinforce learning well and celebrate their learners' achievements.
- Learners demonstrate good development of skills, for example speaking and listening skills in ESOL classes, and the completion of cutting and styling assignments for hairdressing learners. Learners link theory to practice particularly well. For example, level 3 engineering learners demonstrate their knowledge of, and experience in, practical electrical installation tasks.
- Managers have forged good, productive relationships with employers and voluntary organisations to provide wide-ranging support for learners on courses that prepare learners for work. These learners are supported well on vocationally specific courses linked to good job opportunities. For example, on a programme with a local food production employer a large majority of learners successfully completing courses are offered jobs in packing or horticulture. Learners develop good information technology skills, construct curriculum vitae (CVs) to reflect their increased knowledge and skills, complete job applications and attend mock interviews. As a result, they are more confident in applying for jobs and more aware of the range of job roles available to them.
- Learners on access to higher education courses make particularly good progress and achieve better than expected grades. Good support is provided to help them apply to university and the large majority are successful in securing their preferred place.

Apprenticeships

Requires improvement

- There are currently 351 apprentices undertaking apprenticeships in a range of sectors, the largest of which are plumbing and heating, electrical installation, construction, hairdressing, and business and management. A few adult apprentices are on higher-level apprenticeships at level 5 in health and social care; the remainder are divided equally between intermediate- or advanced-level apprenticeships. Around half of apprentices are aged 16 to 18.
- Senior leaders have taken significant action to improve the apprenticeship provision, including a recent restructure and appointment of a new manager. A new tracking and monitoring system identifies apprentices at risk of not achieving their apprenticeships.

Managers' actions are beginning to have a positive impact but have not yet ensured that apprentices receive consistently good teaching, learning and assessment or achieve on time. However, current apprentices are now making the progress expected of them.

- A significant number of apprentices who have been on their programme for a long time, or have recently left, were recruited onto their apprenticeship before WKAC started to manage the provision. These apprentices made extremely slow progress resulting in low achievement rates for the last two years. Just under half of apprentices who are due to complete this year are beyond their expected completion date.
- Apprentices have a poor understanding of British values and the dangers of radicalisation and extremism. Assessors rely on occasionally asking questions during progress reviews which do little to develop apprentices' awareness in a meaningful context.
- Apprentices develop good work-related skills as a result of the relevant and role-specific training which their assessors provide. For example, hairdressing apprentices can identify hair growth patterns, scalp conditions and hair structure in order to apply correct colouring techniques. Automotive apprentices select and correctly use appropriate hand tools to dismantle gearboxes, and plumbing and heating apprentices use electronic diagnostics to identify correctly the fault code for a gas return valve.
- Assessors use a wide range of evidence sources to assess the competence of apprentices in their workplaces well. They manage assessments effectively and complete detailed and accurate records of achievement. Apprentices and employers are well-informed about the progress that apprentices are making towards achieving units and qualifications.
- The large majority of apprentices produce a good standard of work and complete tasks well in practical off-the-job training. For example, in a practical carpentry session apprentices produced a detailed drawing to given specifications to construct a frame using seven different joining methods. Managers have improved links between apprenticeship staff at the college and employers and as a result on- and off-the-job training planning has improved for most apprentices. However, this is not the case for business administration and for those in their final year of electrical engineering apprenticeships.
- Apprentices develop good English and mathematical skills which they apply appropriately in their workplace. For example, hairdressing apprentices produce detailed client record cards, electrical engineering apprentices calculate efficiency ratings for different lamps and mechanical apprentices apply trigonometry rules to draw complex, annotated diagrams using computer-aided technology.
- Most apprentices develop good independent learning skills and undertake relevant research to improve their knowledge. For example, higher-level health and social care apprentices use a wide variety of online resources to write a critique on care for patients who have physical disabilities.
- Apprentices work in high-quality, safe working environments. They demonstrate a good understanding of health and safety, know what personal protective equipment to wear and why, and adopt safe working practices to keep themselves and others safe.
- Apprentices are confident, articulate and enjoy their training. They are well-supported by interested employers who are keen to see them develop. Apprentices benefit their employers' businesses by using the skills and knowledge they develop on their

apprenticeship programmes.

Provision for learners with high needs

Good

- There are currently 157 learners receiving high needs funding from eight local authorities. Managers and teachers use information, gathered from education, health and care plans, initial assessments and school link taster activities, well to produce well-structured learning programmes. These programmes enable learners to develop the skills they need to progress to higher-level studies and into the workplace. Consequently, learners develop their communication and interaction skills well and build confidence in their everyday lives. A range of good, additional out-of-class sessions provide one-to-one and small group support in subjects such as study skills, English, mathematics and behaviour management
- Teachers use a range of techniques to integrate learners into lessons, who then interact well with others and make good progress. For example, learners use handouts with different sizes of fonts and differing levels of challenge, dependent on each learner's starting point and current ability. Teachers show adapted video clips that include a British sign language interpreter so hearing-impaired learners participate as fully as their peers. However, a few teachers do not explain activities well enough to challenge or motivate learners, or they focus on the completion of tasks rather than skills development. For example, learners on a professional cookery course prepared a dish once and did not practise consistency or commercial timings. A small minority of teachers do not understand how to work with learners with specific learning requirements.
- Teachers and learning support practitioners work well together to ensure that support is appropriate for learners. Learners develop the confidence to resolve problems themselves before they ask for help and gain independence swiftly. Learners on practical courses such as art and construction develop relevant practical skills well and they identify which outcomes they achieved independently and those for which they needed more support. Learners with high needs achieve at least as well as, and often better than, their peers.
- Staff plan and implement work-related learning and work experience well for learners with high needs. Learners on discrete programmes take up beneficial opportunities to work in supported placements internally such as in WKAC's own restaurant and hair salons. Once learners have the confidence and skills to progress to external placements they do so. Learners keep a journal of their experiences in which they record and reflect on their skills development well.
- While teachers develop learners' mathematical skills at appropriate points, for example measuring ingredients or using scales to transfer small drawings onto larger posters, teachers do not plan these well to develop individual learners' skills effectively.
- Teachers routinely develop learners' written English well across their learning programmes. Learners spell out more challenging words and then record them neatly and accurately. Learners use vocabulary books to record important words linked to their vocational learning and then are tested on them in subsequent lessons.

Provider details

| | |
|---|---|
| Unique reference number | 130727 |
| Type of provider | General further education college |
| Age range of learners | 16–18/19+ |
| Approximate number of all learners over the previous full contract year | 6,200 |
| Principal/CEO | Mr Paul Hannan |
| Telephone number | 01732 853276 |
| Website | www.westkent.ac.uk and www.ashford.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+ |
| | 423 | 482 | 689 | 300 | 781 | 265 | 7 | 6 |
| Number of apprentices by apprenticeship level and age | Intermediate | | Advanced | | Higher | | | |
| | 16–18 | 19+ | 16–18 | 19+ | 16–18 | 19+ | | |
| | 119 | 65 | 55 | 100 | 0 | 12 | | |
| Number of traineeships | 16–19 | | 19+ | | Total | | | |
| | 0 | | 0 | | 0 | | | |
| Number of learners aged 14 to 16 | None | | | | | | | |
| Number of learners for which the provider receives high-needs funding | 157 | | | | | | | |
| 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 for 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

| | |
|-----------------------------|-------------------------|
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| Janet Rodgers | Her Majesty's Inspector |
| Colin Smith | Ofsted Inspector |
| Ian Goodwin | Ofsted Inspector |
| Stefan Fusenich | Ofsted Inspector |
| Charlotte Corfield | Ofsted Inspector |
| Rosy Belton | Ofsted Inspector |
| Harpreet Nagra | Her Majesty's Inspector |
| Shane Langthorne | Her Majesty's Inspector |

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