

Stephenson College

General further education college

Inspection dates

9–12 May 2017

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

Summary of key findings

This is a good provider

- Provision for adult students on distance learning and employability programmes is outstanding.
- Most apprentices make very good progress and develop high-level technical skills and knowledge that their employers value.
- The behaviour of students and apprentices is exemplary.
- Governors use their expertise and skills effectively to hold senior leaders and managers to account.
- Leaders have developed excellent relationships with industry partners to provide high-quality vocational and apprenticeship training that meets regional and national priorities.
- The standard of teaching in practical sessions on study programmes is good.
- The college's modern, well-equipped and resourced vocational workshops in engineering and construction reflect commercial standards.
- On study programmes, teachers do not consistently plan to challenge sufficiently the most able students; consequently, these students do not achieve the grades of which they are capable.
- The development of students' English skills, especially for those on study programmes, requires improvement.
- Students' attendance on study programmes, especially in English, mathematics and tutorials, is too low.
- Too many students with high needs do not have individually tailored programmes and as a result, do not develop sufficiently their independence and communication skills.

Full report

Information about the provider

- Stephenson College is a large, general further education college with a main campus in Coalville in north-west Leicestershire and a smaller campus in Nottingham. As well as providing over 1,300 apprenticeships, the college also provides full-time 16 to 19 vocational study programmes. The largest subject areas are engineering, construction, and health and social care. The college has a significant adult learning programme that consists mostly of courses in health and social care delivered by distance learning for students across the country. Provision for students with high needs is very small.
- According to the Indices of Multiple Deprivation, north-west Leicestershire is the most deprived district in the county. The district is characterised by relatively low skill levels and low aspirations. The proportion of school leavers gaining at least five or more good GCSEs in Leicestershire is slightly lower than the national average.

What does the provider need to do to improve further?

- Improve the opportunity for students on study programmes to achieve the highest grades of which they are capable by ensuring that teachers:
 - plan and use activities that meet students' individual needs and prior learning, and challenge them to make good progress and achieve or exceed their targets
 - provide activities during learning sessions that stretch all students, especially the most able
 - provide detailed and constructive feedback on assessed work that clearly tells students what progress they have made and what they have to do to achieve the highest grades.
- Improve students' English skills by ensuring that teachers:
 - enable their students to develop writing skills fluently and produce written work of a high standard
 - set challenging targets and provide detailed feedback that extends students' English skills
 - promote effectively the application of English skills in the workplace and in everyday life.
- On study programmes, continue to prioritise the close monitoring of students' attendance in English, mathematics and tutorials, against clear attendance targets, and ensure that students fully understand the need to meet them.
- Provide individualised programmes for students with high needs that make full use of the available information about their abilities and barriers to learning, so that they benefit from a programme of study that improves their confidence to become productive and independent learners.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders and managers have implemented successfully a number of changes and initiatives to help raise standards and aspirations. These include detailed course reviews and regular monitoring of the quality of the curriculum, frequent lesson observations, continuous performance management and dialogue with teachers. Staff who underperform receive effective support and detailed action plans to help them achieve the high standards set by college leaders.
- Links with employers both nationally and locally are outstanding. These strong relationships help to provide exceptional opportunities for apprentices and full-time students to gain work experience and to use facilities and technical resources donated by employers to the college. The local council and key employers describe leaders and managers of the college as responsive and collaborative partners that meet their needs well.
- Managers consult successfully with employers, community organisations and the local borough council to gain accurate local market information and updates on planned developments which identify potential skills shortage areas. The extent to which the college meets the needs of apprenticeship provision and the vocational needs of local students aged 16 to 18 is very good. The principal participates in a wide range of groups that influence educational strategy both nationally and locally. A subcontracting arrangement for the delivery of a small volume of specialist engineering provision is well managed and monitored.
- Self-assessment is comprehensive, detailed and accurate. Clear targets for improvement have been set in the few areas identified as requiring improvement. Leaders and managers know their provision well; they have taken focused actions to secure improvements, though it is too soon to assess the full impact of these actions on the quality of the study programmes.
- Leaders have a strong commitment to improving the quality of provision in English and mathematics. Strategies to improve the quality of teaching in these subjects have resulted in an increase in the proportion of students achieving good grades at GCSE and in functional skills. Through a partnership arrangement with a local university, leaders have appointed recently qualified graduates specialising in English and mathematics to complement existing staff. It is too soon to judge the full impact of this initiative.
- Staff and students are extremely respectful, thoughtful and tolerant of each other. The great majority of students behave very well in and around the college. They are well prepared for employment and life in modern Britain. Most are able to articulate clearly their plans for further study or employment.
- Managers have implemented improved systems for monitoring the progress of students. However, inconsistencies in how the extent of students' progress is recorded on these systems for study programmes mean that they are insufficiently robust to enable the accurate forecast of outcomes.
- Students who have high needs benefit from a well-planned internship programme that enables the large majority to progress to sustainable employment. However, teachers

focus too much on helping students to pass examinations and they give insufficient attention to the development of students' communication, independent-living and social skills.

- Teachers attend a range of high-quality external and internal professional development events. These events enable them to maintain occupational competence and to improve their practice. Though largely successful, too many teachers on study programmes and in provision for students with high needs fail to challenge the most-able students so that they reach the grades of which they are capable.

The governance of the provider

- Governors have a wide range of relevant expertise and skills that they use effectively to support and challenge senior leaders and managers. They work closely with senior leaders to understand the college's performance and its key areas for improvement.
- Committee papers contain clear information needed to monitor academic and financial performance closely. Governors have access to a good range of accurate and accessible management reports that help them to ask the right questions and to hold senior managers to account. However, they have not yet been able to resolve weaknesses in the study programmes.
- Governors have a clear vision for the future of the college and are strong advocates of vocational education and skills in the areas served by the college.
- Governors' involvement in the development of the curriculum is good and their relationships with employers are particularly productive.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff have appropriate background checks where their roles warrant this. Managers ensure that teachers receive appropriate training in safeguarding, including how to keep students safe from radicalisation.
- All students feel safe and know what to do if they have concerns about their safety or that of others. Students have an appropriate understanding of fundamental British values and know how to keep themselves safe from extremist ideologies.
- Staff and students have confidence in reporting concerns. The college's designated safeguarding leads investigate and record individual cases well. Students know how to stay safe online. Leaders have implemented a detailed and highly focused 'Prevent' duty action plan to reduce risks to staff and students.
- College managers are diligent in ensuring continuous improvement to staff and students' working areas. Students work with due regard to health and safety and use appropriate personal protective equipment.

Quality of teaching, learning and assessment

Good

- Teachers of adult programmes have exceptionally high expectations of the large number of students studying distance learning programmes. They set challenging assignments

and activities closely related to students' work responsibilities and, in turn, students produce work of a very high standard that exceeds by a considerable margin the requirements set by the awarding body. Outcomes for students on these courses are outstanding.

- The teaching of practical subjects for students on study programmes and for apprentices' off-the-job training is good. Teachers are highly experienced in their vocational subjects and they use their skills and enthusiasm to motivate and inspire students and apprentices. As a result, they achieve well and make good progress. Adult students on distance learning programmes benefit from well-designed and interactive learning activities that help them to achieve the highest standards.
- Teachers provide good support and guidance to students and apprentices. They have extensive industrial experience and work closely with employers to ensure that programmes match students' needs and aspirations. Students and apprentices enjoy their learning and value the skills they attain in the college's workshops and in the workplace.
- The high quality of engineering, construction and motor vehicle manufacturing machinery and tools in the college's training rooms and specialist workshops replicates those found in the sector and as a consequence, supports learning well. Employers often donate specialist equipment and engineering components to the college so that students can gain essential skills using the most relevant and up-to-date resources. Students on vocational study programmes and apprentices are keen to learn and gain the skills to operate specialist machinery and they work with complex engineering components confidently and independently.
- Students' vocational skills are well developed. Teachers use their industry knowledge effectively to check, develop and extend students' practical skills, knowledge and understanding and prepare them for their next steps. They use the available information about students to identify their needs and build on previous learning to extend knowledge and understanding. Employers value these skills and the enhanced roles that many apprentices are quickly able to perform in the workplace. However, for students with high needs teachers do not make sufficient use of the available information to design individualised programmes of study. Consequently, many of these students do not reach their full potential.
- Teachers and progress coaches promote equality of opportunity and diversity during learning sessions and treat all students fairly, which students value. Students and apprentices behave well in workshops, classrooms and the workplace. They respect their peers and are able to communicate well with each other and with teachers, and with customers in the workplace. They respect others' views and use appropriate language in learning sessions.
- Feedback to students on the college's distance-learning programmes is particularly detailed and constructive and tells them how they can improve. Apprentices receive insightful written comments on assessed work. However, feedback for students on study programmes requires improvement because teachers do not give clear or detailed guidance about what students have done well and how they can improve their work to achieve higher grades.
- The quality of teaching and learning in classroom-based theory lessons for students on study programmes is not yet consistently good. Too many lessons fail to challenge the most able students. Lessons often involve students trying to complete workbooks at their

own pace, using internet resources. The pace of these sessions is often slow and insufficiently challenging. As a result, the most able students do not produce the work of which they are capable.

- The development of students' skills in English requires further improvement. Though students and apprentices achieve well in their GCSE and functional skills tests in English, teachers do not sufficiently support the further development of students' reading and writing skills.

Personal development, behaviour and welfare

Good

- The college provides well-resourced and equipped workshops, training rooms and classrooms. Staff positively encourage students to take pride in their learning environment and commitment to learning. Teachers and managers actively promote students' participation in national skills competitions and many achieve local, regional and national awards.
- Students develop confidence, team-working skills and an understanding of the world of work. Students on distance-learning courses gain good skills in combining their studies with their work responsibilities. However, for students on study programmes managers acknowledge that they need to do more to encourage learning outside the classroom, for example by further developing the college's currently underused virtual learning environment. Students do not take sufficient advantage of this opportunity to consolidate what they have learned and, as a result, make better progress.
- Students receive good-quality, impartial careers advice and guidance. Students are able to articulate their next steps in education and training and most have clear aspirations about their career goals and how to achieve them.
- Students develop very good employability skills, such as team-working skills. The college rightly prides itself on the extensive links that curriculum staff have with a wide range of high-profile national employers, as well as small and medium-sized businesses in the region. These links have helped to provide high-quality work placements and apprenticeship opportunities.
- Attendance for students with high needs and for apprentices at off-the-job training is good. However, too many students on study programmes have poor or irregular attendance, especially in English and mathematics and in tutorials. The college's progress coaches have helped to improve attendance, especially in English and mathematics, from a very low base but they acknowledge that current attendance rates remain too low.
- Students are very well behaved and courteous in classrooms, workshops and in the college's public areas. They work well with each other in class and have good relationships with staff.
- Students demonstrate an appropriate understanding of how to keep themselves safe online, including when using social media. Teachers, supported by progress coaches, promote students' personal development and provide useful advice and guidance to help them stay safe; students demonstrate respect and good behaviour in the college and in the workplace, especially when dealing with colleagues and business customers.
- Students and apprentices have a good understanding of health and safety when they are working in the college's training rooms and workshops and when they are with their

employer.

- Progress coaches promote students' understanding of British values during tutorial sessions. A good range of posters and displays in classrooms reinforces these values. The large majority of students and apprentices have an appropriate understanding of their rights and responsibilities in a democratic society. They understand why they should be tolerant and respectful of different cultures.

Outcomes for learners

Good

- The vast majority of adult students achieve their qualifications and develop a good range of skills that help them to become more effective employees. Achievement rates are particularly high for the range of level 2 qualifications delivered through distance learning. Students who follow these programmes can describe clearly how the knowledge they acquire helps them in their day-to-day work.
- A high proportion of apprentices, particularly those who study programmes at level 2, achieve their qualifications and the large majority do so within agreed timescales.
- The large majority of students with high needs achieve their qualifications. Those who undertake supported internships develop good skills and most secure employment as a result. Most other students with high needs progress to higher-level study or to a supported internship upon completion of their programmes.
- Students and apprentices develop their practical skills well and produce high-quality work that meets or exceeds the standard required to achieve their qualifications and be successful in the workplace. Adult students and apprentices produce high-quality written work. However, the written work of younger students often fails to match their capabilities and too few achieve the grades of which they are capable.
- Most students and apprentices of all ages progress to positive destinations, including employment or further study. Adults who participate in employability programmes are considerably more successful in gaining employment than those following similar programmes at other colleges.
- Adults who take English and mathematics qualifications develop their skills well. Those who take functional skills qualifications at entry level or level 1 achieve at a higher rate than in other colleges and the proportion who gain GCSEs at grades A* to C is also higher. Those who take level 2 functional skills qualifications achieve as well as those in other colleges.
- Students on 16 to 19 study programmes who take GCSE English and mathematics qualifications achieve A* to C grades at a higher rate than in other colleges. For those who take functional skills qualifications, achievement rates are in line with national rates. Students make progress in these subjects that is in line with expectations. Managers have taken action to improve students' attainment, such as through the introduction of an hour-long consolidation lesson for GCSE students, but the impact of these actions is not yet evident.
- In a number of subject areas, the proportion of students on 16 to 19 study programmes studying at level 2 and below who achieved their qualifications was low in 2015/16. Managers have taken firm action to resolve this, for example by replacing underperforming members of staff. Their actions have had a positive impact and

substantially more of the current cohort of students are on track to successfully complete their programmes.

- Students following 16 to 19 study programmes at level 3 make less progress than should be expected. Although the large majority achieve their qualifications, too few develop their understanding as much as they should or achieve the grades of which they are capable. Managers have recognised this, but they have yet to resolve the problem. Learning activities do not provide the right level of challenge for every student.

Types of provision

16 to 19 study programmes

Requires improvement

- The college has 513 students on 16 to 19 study programmes, with the very large majority studying a vocational programme at level 2 or 3. Study programmes comprise a small minority of the college's provision.
- Most theory sessions lack sufficient challenge and fail to stretch the most able to reach their potential. Students complete the same work regardless of ability. Teachers plan most lessons around the completion of worksheets through independent internet research; these sessions generally lack pace. As a result, the most able students receive insufficient challenge. Consequently, the majority of students do not make the progress of which they are capable.
- Teachers do not effectively develop students' English skills in class or through assessment. For example, teachers do not routinely correct students' spelling and grammatical errors. As a result, they do not prepare students well for higher-level study.
- Teachers do not provide sufficiently detailed or constructive feedback on students' written assignments. As a result, students do not always know how to improve their work. Assessment mainly consists of brief comments confirming whether or not the assignment meets the awarding body's criteria for a pass grade. It is too soon to assess the impact of a recent college initiative to improve teachers' assessment practice.
- The college does not offer a sufficiently broad range of enrichment opportunities for students to explore personal, social and ethical issues and develop an awareness of wider British society.
- Teachers plan practical sessions effectively in workshops that are very well equipped. They challenge students through imaginative extension tasks to improve their technical understanding. They develop students' team-working skills and promote a sense of professional pride. As a result, students demonstrate good technical skills and an awareness of industry standards. For example, engineering students analyse and repair the welding equipment they then use in lessons. This enhances their underpinning knowledge of machinery and safety awareness in the workplace.
- Students benefit from regular and sharply focused assessment of practical skills that enables them to develop their proficiency towards meeting the relevant professional standards.
- Students enhance their numeracy skills through practical sessions and make good progress in GCSE mathematics classes. In an engineering class, students worked on orthographic drawings and demonstrated proficiency in calculating tolerances using

complex mathematical formulae.

- Most students develop relevant personal and social skills for future employment through a well-organised programme of work experience. A minority of students also benefit from participation in skills competitions and community projects which help them to gain experience and confidence.
- Students receive effective impartial advice and guidance that enable them to enrol on an appropriate study programme. Progress coaches, teachers and careers staff make students aware of the range of progression opportunities available to them. Consequently, the large majority of students progress to higher study, apprenticeships or employment.
- Students' behaviour is very good. Students are courteous and treat each other and the college's facilities with respect. They are proud of the college and present themselves very professionally.
- Students feel safe in college. They develop a good understanding of vocational health and safety in workshop sessions and many study additional qualifications to enhance further their knowledge of workplace safety. Students are confident in their ability to stay safe online.

Adult learning programmes

Outstanding

- The very large majority of adult learning provision comprises 23 distance-learning courses, mainly in health and social care at level 2, for around 1,246 students across the country. A few students are on employability programmes, and access to higher education courses. A very few adult students study alongside students aged 16 to 19 on study programmes.
- Provision on distance-learning courses is outstanding. Teachers are passionate, knowledgeable and enthusiastic. They use their skills and experience exceptionally well to support distance-learning students with extensive and detailed written feedback that clearly helps them to achieve well. Teachers actively promote students' writing and research skills; as a result, students gain a deeper understanding of the topic. Outcomes for students on distance-learning courses are outstanding and a very high proportion go on to further study.
- The quality of provision for students on employability programmes is also outstanding. Collaboration between college managers and local employers is outstanding. A short employability course run in partnership with a local employer has led to many unemployed adults making substantial and life-changing progress in their self-confidence and long-term employability skills. A larger proportion of students are successful in obtaining 'first steps' employment following completion of their employability course than seen in other colleges.
- On distance-learning and employability courses, students receive good support to help them achieve their targets and learning goals. Teachers challenge students to achieve the highest grades of which they are capable. They help students to improve their writing and communication skills, leading to improved employment opportunities for those unemployed and further development of skills for those already in employment.
- Teaching and learning on employability programmes and on access to higher education

courses are good. In most lessons, students gain high levels of self-confidence and make sustained good progress in their development of job-related skills and knowledge. Teachers prepare access students well for higher education and a majority go on to study successfully at university.

- Adult programmes meet closely the needs of local people and businesses. College managers have closely aligned the adult curriculum with local and national skills shortages and focused on improving employability. College managers target provision in areas where they can effectively and efficiently improve the life-chances of people in some of the most disadvantaged communities in north-west Leicestershire.
- Initial advice and guidance are very comprehensive, highly personalised and ensure that students enrol onto an appropriate course that matches their skills and career aspirations. This results in the large majority of students successfully gaining skills and confidence that allow them to progress to employment or enhance their careers.
- Students demonstrate a good understanding of equality and diversity. They show mutual respect for each other and for staff. Access students explore and debate ethnicity, faith and gender issues. Students behave well during sessions and they respect their peers and teachers. They respect others' views and use appropriate language in learning sessions.
- Teachers do not always provide sufficiently detailed and constructive feedback for students on the access to higher education course. They often write very generic comments and fail to correct errors in spelling, punctuation and grammar, which means that students are prone to repeating the same errors.

Apprenticeships

Good

- At the time of the inspection, the college had 1,366 apprentices on a wide range of programmes at levels 2, 3 and 4. The large majority of apprentices are on construction and engineering courses, particularly in heavy vehicle maintenance, with fewer numbers in animal care, childcare, hairdressing, accounting and business administration. Apprentices work for small, medium and large employers across the country.
- The apprenticeship provision meets in full the principles and requirements of an apprenticeship programme. The large majority of apprentices achieve their qualification within the planned period. As a result, almost all apprentices progress either to the next level or into full-time employment. Current apprentices are making good progress towards completion of their qualifications within the planned timescales.
- The college offers a wide and flexible curriculum that is very responsive to the needs of apprentices and the skills required by local and national employers. College leaders and managers have established very productive and effective links with employers. They work well together on curriculum design and delivery to ensure that apprentices have very good opportunities to develop their skills and achieve their qualifications.
- Teachers and assessors have current and relevant experience. A majority have recent experience of working in industry and commerce. They use their specialist subject knowledge and technical experience to ensure that apprentices develop a very sound knowledge and understanding of current practice and innovations taking place in their vocational areas.
- Teachers and assessors are enthusiastic about their subjects. They plan and prepare a

wide range of learning activities which motivate and encourage apprentices to excel in their roles. Off-the-job training sessions are focused and purposeful. Apprentices value the knowledge and skills they acquire. They participate well in a wide range of activities that promote their employability, such as teamwork, independent research and giving group presentations.

- Apprentices respond positively to the high standards and expectations that managers, teachers and assessors have for them. They display professionalism when dealing with work colleagues and customers. The large majority of apprentices complete their qualifications on time and many progress to higher levels of learning and to supervisory and senior roles at work.
- Apprentices' behaviour at work and college is exemplary. They are courteous, polite and sensitive to the needs of their peers. A large number of apprentices attend regular one-week block, residential training at the college as part of their programme; this experience helps them to develop independence, maturity and confidence, highly valuable for their prospects in sustained employment.
- Apprentices are keen to develop their skills in English and mathematics and they make good progress in these subjects. They work hard to improve their competence in literacy and numeracy, and to apply the skills and knowledge they have learned in their working lives.
- Managers and assessors monitor the performance of apprentices through effective tracking systems that also enable employers and apprentices to see the progress that apprentices have made. Apprentices receive frequent and regular visits from assessors, as well as detailed feedback on their progress and how they can improve.
- Apprentices receive appropriate advice and guidance before starting their programme. Consequently, most are on a programme that matches their aptitudes and aspirations. Induction is thorough. Apprentices who require additional help receive good support from specialist college staff.
- Teachers and assessors promote an inclusive atmosphere and culture, and apprentices have a good understanding of living and working in a diverse society. Apprentices are aware of the potential threats posed by extremism and radicalisation and understand the potential risks to their safety when they are online. They adhere to correct health and safety practices and know how to keep themselves and their peers safe.
- Though target-setting for apprentices is generally good, in a few instances assessors set targets that are too broad and lack sufficient precision and detail to help apprentices to make good progress according to their potential. Consequently, a few apprentices do not complete their studies within the planned period.

Provision for learners with high needs

Requires improvement

- At the time of inspection, the college received high-needs funding for 25 students with an education, health and care plan. Of these, 23 were attending specialist provision and two were following full-time vocational programmes with students who do not require this funding. Eleven of those in discrete provision were on supported internship programmes.
- College staff do not provide sufficient specialist support for students with high needs. As a result, many fail to develop effective communication strategies or to make decisions for

themselves and participate fully in lessons. A few students who present specific behaviour-related challenges do not receive support to help them manage their behaviour successfully and to cope well in learning sessions and social situations. This inhibits these students' ability to make progress and achieve their full potential.

- Teachers and support staff do not use information about students well enough to plan specific and individually tailored programmes. Teachers do not record or acknowledge students' progress and achievement towards their personal goals and targets. As a result, they are not able to identify and celebrate the progress that students are making in developing communication and independent living skills.
- Teachers do not plan learning activities and tasks well enough to support the wide range of students' abilities and individual needs. Too many sessions are over-reliant on the help provided by learning support assistants. Many lessons lack suitable resources or an appropriate range of teaching and learning approaches to support effectively individual needs and promote greater independence.
- In too many sessions, teachers fail to provide sufficient levels of challenge for all students to make the progress of which they are capable. Often, teachers make very little challenging work available for the most able students and they do not always adapt learning activities for students who need more time to complete the tasks set.
- Too few students with high needs have an opportunity to participate in meaningful work-related learning or work experience, even though most students on the programme are capable of it.
- The supported internship programme is a strength of the provision. Employers value the contribution that students on supported internships make to the staff team. The interns enjoy their placements and they talk confidently about how the programme supports them to achieve their next steps in further education or employment. College managers have been responsive to the individual needs of interns and have changed or amended placements to match students' career aspirations where appropriate.
- Students enjoy and value practical and vocational sessions, which support them to develop useful skills such as in bricklaying, carpentry and horticulture among other vocational subjects. They are proud of the work they produce, such as making compact disc racks out of recycled pallets, building brick walls and growing fruit and vegetables on their allotment.
- Most students with high needs go on to a higher level course when they complete their studies. Those on supported internships achieve positive outcomes. In 2015/16, 10 of the 15 supported interns secured employment at the end of the course.
- The choice of qualifications for students is appropriate and includes a mix of English, mathematics, independent-living skills and personal and social development. Students' achievement of qualifications is good.
- Students with high needs are safe and feel safe in college. They learn about keeping themselves safe in a range of different ways. For example, on the supported internship programme students research the specific health and safety issues at their work placements and what they need to do to practise good health and safety at work.

Provider details

Unique reference number	130747
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	5,000
Principal/CEO	Dr Nigel Leigh
Telephone number	01530 836136
Website	www.stephensoncoll.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	140	12	177	1,115	196	115	-	4
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	393	260	215	418	4	76		
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	25							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Canal Engineering Ltd							

Information about this inspection

The inspection team was assisted by the director of quality and improvement, 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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Jim Grant	Ofsted Inspector
Tracy Gillett	Ofsted Inspector
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