

Guildford College of Further and Higher Education

General further education college

Inspection dates

9–12 May 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	Requires improvement
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		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- The quality of teaching, learning and assessment requires improvement. Teachers do not use learners' starting points sufficiently well to ensure that learners, including the most able, make the progress of which they are capable.
- The proportion of learners achieving their qualifications is low and too few apprentices achieve their qualification within the planned time. Too few learners currently achieve qualifications in functional skills or a grade C or better in GCSE English and mathematics.
- Teachers do not use the outcomes of their assessment of learners' starting points well enough to plan and teach lessons through which learners develop the skills that they need.
- Learners' attendance and punctuality on 16 to 19 study programmes and adult learning programmes are poor, particularly in English and mathematics.
- In spite of rapid progress, middle managers are not sufficiently skilled in critically evaluating their provision and, as a result, managers do not focus well enough on the priority areas for improvement.
- Too few learners on 16 to 19 study programmes attend work placements related to their career aims to prepare them for future employment.

The provider has the following strengths

- Governors and senior leaders now have an accurate understanding of college performance, are able to identify strengths and weaknesses and have clear and realistic plans to secure the improvements required.
- The provision for learners with high needs is good; learners make good progress and become increasingly independent and confident.
- Most learners receive good advice and guidance throughout their time at college, which enables them to make well-informed decisions about their next steps.
- Learners on vocational courses develop good industry-related and technical skills which prepare them well for future employment.

Full report

Information about the provider

- The Guildford College Group is the largest college of further and higher education in Surrey, providing a broad curriculum offer to approximately 7,000 learners in the local area. It comprises three college campuses, each with its own distinct character. Stoke Park campus provides further education programmes; Farnham Sixth Form College provides A-level and AS-level courses along with some vocational programmes and Merrist Wood campus provides a range of land-based, sports and public service courses and has a new centre for learners with high needs, as well as residential accommodation.
- The college offers a curriculum within all 15 sector skills areas, from entry level to higher education. Just over a third of learners study full-time courses with the majority between 16 and 18 years old. Most part-time learners are adults. There are approximately 600 apprentices and 116 learners with high needs.
- Guildford is in the least deprived quintile for both education and training and apprenticeships. The proportion of local residents with qualifications at level 2 and above is below the regional and national averages. Unemployment rates are below the South East average.

What does the provider need to do to improve further?

- Leaders and managers should secure rapid improvements in teaching, learning and assessment by ensuring that:
 - learners benefit from timely assessment at the start of their course which identifies their starting points and is used by teachers to inform their future learning
 - teachers set high expectations of learners to make good or better progress and plan learning carefully so that activities challenge and extend learning, regardless of learners' starting points
 - teachers use assessment strategies effectively to assess learners' progress and develop higher-level thinking and analytical skills.
- Leaders and managers must ensure that their evaluation of the provision is accurate and used to set realistic actions for improvement. Managers should ensure that recent actions to improve the quality of provision continue to be applied rigorously and consistently, so that learners achieve their qualifications, including those in English and mathematics, within the planned timeframe.
- Leaders and managers must improve attendance and punctuality by building on the success of recent interventions and ensure that teachers follow up on poor attendance methodically, so that learners attend their lessons regularly.
- Leaders and managers must ensure that all 16 to 19 study programme learners benefit from relevant and meaningful work placements and work-related learning that prepare them for future employment.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection governors, senior leaders and managers have not been successful in making sufficient improvements in the quality of provision, and in learners' outcomes and experience. They were too slow at recognising the changes required and in implementing effective improvement strategies. A new leadership team, many of whom were appointed in this academic year, has been quick to intervene. They understand the journey that the college is on and are realistic about the pace of change.
- Managers have taken measures to improve the quality of teaching and learning but, although there is some evidence of progress, this is not fully effective across the college. Although new arrangements for observing teachers and assessors have given a greater focus on improving teaching, learning and assessment, some managers are still overgenerous in their assessment of the quality of provision.
- Leaders and managers have put into place a comprehensive process to evaluate the provision, which they monitor termly. This has focused managers on the key strategic improvements required, but curriculum managers are not yet routinely able to identify areas for improvement and do not focus enough on improving the quality of teaching and learning. As a result, managers do not secure the rapid improvements required. Leaders and managers have significantly reduced the amount of subcontracted provision and this is now managed well.
- Managers do not use the appraisal scheme effectively enough to improve staff performance, and do not involve all staff in the process. Teaching staff do not improve their practice because managers do not make sufficient links between areas for improvement identified in lesson observations and objectives set in appraisals.
- Although learners have a basic understanding of the promotion of equality, respect, tolerance and life in modern Britain, too few learners have opportunities to develop a full understanding or are able to discuss these issues and apply them to their own lives and to the workplace.
- The new senior leadership team, supported by governors, has acted quickly to prioritise English and mathematics in the curriculum. Although achievements of current learners in GCSE English and mathematics are better than at this time last year, these remain low.
- The new leadership team has a clear vision for the college's improvement and high expectations for learners. They have quickly developed robust systems which now allow them to obtain and report on data at curriculum and whole-college level, giving them an accurate picture of learners' progress.
- Leaders and managers have developed strong links with local schools, employers, the local community, the local enterprise partnership and other stakeholders. Senior leaders and governors make use of effective market intelligence to identify skills priorities and to develop the curriculum.

The governance of the provider

- Governors were too slow to act after the previous inspection, and did not realise quickly enough that the previous post-inspection action plan was ineffective. Governors have taken decisive action over the last year which has improved the effectiveness of the senior leadership team and they are now much more aware of the challenges facing the college. Improved data reporting and monitoring systems are now in place, which give governors confidence that the college is moving in the right direction.
- The governing body has been strengthened recently by the appointment of new members with extensive experience of the further education sector. Governors now have the appropriate skills to support the further improvement required at the college. They are realistic about the current position of the college and are also very ambitious for it to succeed.
- Governors have a good understanding of their responsibilities for the safeguarding of learners and have received relevant training. The governor with responsibility for safeguarding is suitably knowledgeable, and provides effective support and challenge to the designated safeguarding leads in the college.

Safeguarding

- The arrangements for safeguarding are effective. Learners feel safe and know where to go if they need help and who to contact if they have concerns. Leaders and managers have effective policies and procedures in place to ensure that learners are safe and managers respond quickly to concerns. All staff have appropriate safeguarding training and appropriate checks are carried out when they start their employment. Managers maintain an accurate and up-to-date record of the staff checks made during recruitment.
- Learners and apprentices work safely in practical workshops and in the workplace.
- Leaders have carried out an appropriate risk assessment for the 'Prevent' duty and have ensured that staff receive appropriate training and learners are informed about keeping themselves safe from the risks of extremism and radicalisation.
- Staff are vigilant and work well with external agencies to provide highly effective support for learners. Staff respond swiftly if they have concerns about learners and they understand their obligations under the 'Prevent' duty.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment are not consistently good enough to ensure that learners make the progress of which they are capable. In the large majority of lessons teaching is not sufficiently challenging.
- Although teachers and assessors are well qualified, the majority do not use their skills and subject knowledge sufficiently well to plan effective and engaging learning. Teachers do not make clear enough to students how learning activities link to the skills or knowledge they need to develop. As a result, learners do not understand how tasks and activities build on each other and as a result their progress is too slow.
- Teachers of adult learning programmes do not systematically set clear and challenging targets that enable learners to understand what is required of them. Consequently, too

many learners do not complete assessments on time and do not know how to improve their work. Learners on 16 to 19 study programmes know their target grades and use the online monitoring system well to support them to set their own targets.

- In the majority of lessons, teachers do not routinely check on learners' knowledge and understanding. Teachers do not question learners skilfully enough to extend their learning and develop the higher order thinking and analytical skills required to achieve higher grades.
- Too many teachers do not promote diversity sufficiently well within 16 to 19 study programmes and learners do not have sufficient opportunities to deepen their understanding of broader social issues. In art and design and public services, teachers used diversity themes effectively to enhance learning, such as considering the impact on art of different political leaders' views on art and culture. In other subject areas, for example GCSE English, consideration of diversity themes is superficial and does not allow learners to explore ideas and concepts or develop an appreciation of social and cultural issues. Teachers of adult learning programmes plan and develop diversity concepts well.
- Teachers of learners with high needs use their assessment of learners' starting points well to plan and teach lessons and as a result, teaching, learning and assessment for this group of learners is good. Support staff and subject teachers of these learners liaise well and as a consequence learners make good progress.
- Teachers and assessors track learners' progress well and as a consequence learners know the progress that they are making. Improved monitoring of learners on 16 to 19 study programmes has improved attendance and retention this year, although managers acknowledge that these remain too low.
- Learners on vocational courses develop good work-related skills. In electrical installation, health and social care, art and design, and games development learners produce good standards of work and develop industry-specific technical skills. For example, in art and design, learners produce various designs for a felted piece and in level 1 electrical installation learners worked on quotes for rewiring a house.
- On most programmes, teachers develop learners' verbal communication skills well. In the majority of subjects, learners use vocational terminology confidently. Apprentices develop good communication skills within the work context. Adult learners on health and social care courses and access to higher education courses develop reading, writing, research and discursive skills well which they are able to apply to new topics. Learners on English for speakers of other languages (ESOL) courses make good progress in developing speaking and listening skills and develop good vocabulary and pronunciation skills.

Personal development, behaviour and welfare

Requires improvement

- Despite managers' recently introduced strategies to bring about improvements, attendance rates remain low on 16 to 19 study programmes, adult learning programmes and apprenticeships. Adult learners' punctuality is poor and this has a negative impact on the pace of learning at the start of lessons. A small minority of study programme learners arrive ill-prepared for lessons, and in a few cases teachers do not manage low-level disruptive behaviour, which has a detrimental impact on learning.
- In the majority of vocational subjects on 16 to 19 study programmes, adult learning

programmes and apprenticeships, teachers do not give sufficient attention to developing learners' skills in written English. Teachers are often very effective in helping learners to develop a good technical vocabulary, but are less effective in stressing the importance of writing with accurate grammar, spelling and punctuation when communicating with colleagues and employers. As a result, learners' skills do not improve quickly enough.

- Teachers do not ensure that adult learners and apprentices are well enough informed about the relevance and importance of British values to their everyday lives. Learners with high needs and those on 16 to 19 study programmes have a good understanding of British values.
- Not enough learners on 16 to 19 study programmes attend work placements. As a result, a minority of learners do not have the opportunity to practise or further develop the skills they have learned within a work setting.
- Learners from a wide range of courses take appropriate additional qualifications to improve their employment chances, including in sports leadership, food hygiene, tan spraying and first aid, all of which enhance their opportunity to enter the careers of their choice. In catering and in hairdressing and beauty therapy, learners take part in national and international competitions, further increasing their skills and widening their experience in their vocational area.
- Learners benefit from very thorough information, advice and guidance from their first contact with the college, throughout their programme and after they leave. Staff use the information they gain from initial interviews and diagnostic tests to place learners on the most appropriate programmes. Learners on level 3 programmes, and their parents, where appropriate, have plentiful and accurate advice on apprenticeships and other non-university routes into employment. Managers plan advice for learners with special educational needs well, ensuring that it is sensitive to their needs and aspirations.
- A wide range of enrichment activities enables learners to keep fit, and take part in activities that promote positive interactions between different groups of learners and develop good social skills. Take-up of these activities is high. For example, the learner parliament instigates events such as football matches, circuit training and trips. Learners with learning difficulties or disabilities and those on a games technology programme meet regularly to share their love of gaming. This is effective in developing learners' understanding of each other's needs.
- Learners feel safe and work safely in all areas, including those where adherence to health and safety rules is essential, such as arboriculture and animal and equine studies. Most learners understand how to protect themselves and others from radicalisation, discriminatory behaviour and bullying. Managers foster an atmosphere of mutual trust and respect throughout the college.
- Learners have a good understanding of their responsibilities to their community and to those they work with. They are very respectful of each other, and value the open and honest communications with managers and teachers through focus group meetings, learner representatives and learner parliament, that empower them to suggest changes and improvements to their experience at college. Through this they exercise both their right to have their voice heard and their responsibility to their fellow learners. Learners throughout the college support their communities by raising money for local and national charities.

- Learners behave well in social areas and in lessons, they treat each other and their teachers with respect. The majority are well prepared for learning, arrive punctually and dress appropriately for their vocational area. For example, teachers expect public service learners to dress smartly and learners in practical areas wear the necessary personal protective clothing, preparing them well for future employment.

Outcomes for learners

Requires improvement

- In 2015/16 the achievement rates of learners and apprentices at all ages declined to below national rates and were poor. They were particularly low for study programme learners. The new senior leadership team has now decisively intervened to halt the decline in performance. The interventions put into place are beginning to demonstrate improvement in the progress made by most learners on 16 to 19 study programmes and adult learning programmes.
- The proportion of apprentices who achieve their qualifications is too low, and too many make slow progress and do not achieve in the planned time. The achievement rate for advanced apprentices, around a quarter of the total, is very low. Records of current apprentices' progress indicate that improvements have been made in the current year.
- Too many learners do not make the progress expected of them relative to their starting points. Teachers do not set sufficiently challenging targets for learners to make the progress of which they are capable, in particular for the most able learners.
- The proportion of learners and apprentices who achieve qualifications in English and mathematics is too low. Not enough learners achieve a grade C or above in GCSEs in English and mathematics, and achievement rates on functional skills qualifications are too low.
- Leaders and managers have not successfully addressed the gaps in performance between different groups of learners. The gap between female and male performance has increased over the previous three years, with male learners performing well below their female peers. This is in part attributed to the very low achievement rates in subjects where learners are predominantly male, for example construction and some land-based provision. Learners with learning difficulties or disabilities achieve less well than their peers. Senior managers now monitor more effectively the progress of different groups of learners. However, it is too early for the impact of interventions to be measured.
- In the current year, as a result of improved monitoring systems and a relentless scrutiny of performance indicators, for example the completion of assessments, indications are that the majority of learners are making the progress expected of them.
- Learners on vocational programmes develop good practical and technical skills relevant to their intended career aims. Most are able to work to industry timings and to an appropriate standard which prepares them well for future employment. Learners on access to higher education programmes develop appropriate academic and research skills.
- The large majority of learners on study programmes and adult learning programmes progress to relevant further education, training or employment. Learners with high needs progress well onto the next level or into employment and most learners on access to higher education courses progress into higher education, many of them to their first choice university. There remain, however, too many learners whose destinations are not

known.

Types of provision

16 to 19 study programmes

Requires improvement

- There are 2,283 learners enrolled on 16 to 19 study programmes across 15 vocational areas, with over half studying at level 3. Leaders ensure that the principles of the study programmes are met.
- Too many teachers do not plan and teach lessons or tasks that are demanding enough of learners. Teachers do not set sufficiently challenging activities in lessons and often learning is too slow. Tasks are frequently set at one level, resulting in less-able learners struggling to keep up while the most able complete tasks early. As a result, the large majority of learners do not make the progress that they are capable of and in a small minority of classes this results in learners losing interest and in low-level disruption.
- In too many lessons teachers do not probe learners' understanding with effective questioning to encourage learners to deepen their knowledge of the subject or develop higher-order skills. In a minority of A-level classes, particularly English courses, learners were able to analyse and evaluate well. In a minority of lessons, teachers allowed small groups of learners to dominate discussions, causing other learners to lose interest.
- Teachers track and monitor learners' progress effectively. Managers and teachers have a clear view of the progress and attendance of learners and the recent improvements in monitoring have resulted in more learners staying on their courses. The majority of learners know their target grades and are aware of what they need to do to improve, although they are not always clear about how to improve.
- Learners access a wide range of activities that successfully develop their understanding of work, and enhance employability. Learners develop good practical and vocationally relevant industry-related skills which prepare them well for employment. They demonstrate a good understanding of working practices which they are able to apply to their vocational area. For example, in childcare learners produced a range of activities for children to develop literacy and numeracy skills, and in a sports lesson learners took responsibility for delivering sections of the lesson and reflecting on each other's performance.
- Current learners make expected progress in the development of mathematical skills, particularly where these are intrinsic to the subject area. In engineering, learners complete measurements and discuss geometrical tolerances and the torque, power and cut required for specific operations. Most teachers develop technical language well, for example in health and social care learners develop industry-specific technical terms. In a minority of lessons, teachers do not routinely correct spelling, punctuation and grammar and therefore learners do not develop their English skills quickly enough.
- While leaders and managers were slow to implement study programme requirements regarding work experience, they now have a clear plan to ensure that all learners gain appropriate work experience and that all learners learn from this, and from further work-related learning. However, at the time of inspection managers had not yet confirmed placements for a minority of learners who should complete formal work experience.

- Learners benefit from good advice and guidance on entry to the college and throughout their time at college. Learners on 16 to 19 study programmes progress well onto the next level of education and training, higher education or employment.

Adult learning programmes

Requires improvement

- There are 1,540 learners enrolled on adult learning programmes on courses ranging from entry level to level 3. A small number of learners are on a full-time vocational programme and usually study at least a mathematics or English course alongside this. The largest curriculum areas are access to higher education, land and animal studies, construction and the built environment and basic numeracy, literacy and ESOL. Around 300 learners are enrolled on courses with a subcontractor.
- The proportion of adult learners that achieve their qualifications is low. Too many teachers do not take into account learners' starting points in their planning, and as a result they do not challenge learners sufficiently well or ensure that they make the progress of which they are capable.
- Too many teachers do not check individual learning effectively. The large majority of teachers' questions are not sufficiently probing. They are too quick to accept poorly developed answers from learners and do not provide them with higher-level questions to improve their knowledge and understanding of the topic or develop their skills.
- In lessons, too many teachers set targets for learners which do not provide specific steps towards improvement. As a result, learners do not make the necessary progress in skills development or complete coursework on time.
- Teachers do not challenge learners well enough to attend lessons. As a result, too many learners miss their lessons and do not benefit from the learning available to them and struggle to keep up with their work.
- During small-group activities teachers regularly circulate and check on learners' progress and their questions to individuals are probing and encourage learners to think more broadly about how to improve their answers. For example, animal management learners were able to share their recent experiences of a visit to a zoo to review an animal enclosure set-up based on ethical and visitor considerations.
- The development of practical skills for learners in technical and vocational subjects is good, with learners working to industry timings and producing work of a standard required by their qualification. Learners develop good skills for work using well equipped and high-quality practical resources. For example, arboriculture learners used new tree bracing techniques to support tree health, and they manoeuvred dextrously and safely in trees to install supports to tree limbs. Plumbing learners were able to check for leaks in recently installed pipework and install hot and cold water systems within accurate tolerances.
- Most learners develop good personal and social skills. For example, teachers in ESOL lessons encourage learners to practise spoken English through discussions about their weekends, recent holidays and visits to May Day events. ESOL learners who volunteer in local schools and charities quickly develop good spoken language skills through speaking with native speakers. Most learners work well independently, with peers and in groups and are respectful of each other's opinions and views.

- Teachers' feedback to learners following assessment is helpful in supporting them to make progress. Access to higher education learners describe how they have grown in confidence in their academic writing and how their coursework has improved, following feedback from their teachers. Teachers do not routinely correct spelling, punctuation and technical vocabulary in learners' written work and therefore the work of a minority of learners does not improve quickly enough.
- Learners on access to higher education courses and full time vocational courses receive good information, advice and guidance on progression to work or higher education and as a result move onto positive destinations. The majority of part-time learners are clear on their next steps and make good use of the careers service for advice on university applications and curriculum vitae writing.

Apprenticeships

Requires improvement

- The college has 600 apprentices following programmes in a range of sectors including land based, building and construction, information and communication technology and engineering. The majority of apprentices are on intermediate programmes and there are equal numbers of apprentices aged 16 to 18 and 19+.
- In 2015/16 the proportion of apprentices who achieved their qualifications was low and too many did not achieve within the planned timescales. Teachers do not always have high enough expectations of what apprentices can achieve and therefore not enough apprentices make the progress of which they are capable.
- The quality of teaching, learning and assessment in classroom-based learning requires improvement. Too often, teachers plan the same learning activities for all apprentices and do not take sufficient account of the prior knowledge and experiences of apprentices.
- Teachers do not check learning sufficiently well during classroom lessons to ensure that all learners are making good progress. The more confident apprentices regularly answer questions directed by the teacher to the whole class, leaving the less confident apprentices without sufficient opportunity to respond, this often results in their understanding going unchecked.
- Too many teachers and assessors do not develop apprentices' written English skills throughout their programme and do not provide sufficiently detailed verbal or written feedback to help them to improve. Apprentices develop good verbal communication skills and use technical vocabulary confidently in the workplace.
- Too often, assessors fail to set sufficiently challenging targets to help apprentices make progress in their skills and knowledge beyond minimum awarding body requirements. Too few assessors set targets that challenge apprentices in all aspects of their programme, including improving their English, mathematics and personal learning and thinking skills.
- In construction and engineering apprenticeships, assessors do not plan assessment practices well enough to ensure that apprentices develop their skills to a higher level. Assessors do not inform apprentices and employers sufficiently of the assessment requirements in advance of the assessor visit. Too many assessors provide feedback which lacks detail, resulting in apprentices having insufficient opportunities to reflect on what they did well or what they need to improve.

- Most assessors provide good opportunities for apprentices to apply their mathematics skills in the workplace. For example, a tree and timber apprentice was able to discuss the breaking strain of a carabiner and calculate the increased load and length of fall, during tree felling. Equine apprentices were able to use ratios and percentages to calculate horse feed, according to the weight of the horse.
- In childcare, business administration and land-based studies, assessments are well planned, thorough and ensure that apprentices achieve well. In these areas, assessors use sufficiently probing questions to confirm apprentices' knowledge and understanding of their tasks. Clear and specific feedback helps apprentices further develop high-level practical skills and workplace knowledge.

Provision for learners with high needs

Good

- The college has 116 learners with high needs, 39 of whom are on vocational or academic programmes and 77 in discrete provision. Learners are studying a range of courses from entry level to level 3.
- Teachers have high expectations of learners and those on discrete programmes take an active part in lessons in order to develop their independence. For example, learners, including those with multiple and complex disabilities, made use of symbols on the white board to express their feelings and make independent choices. Most learners on vocational or academic programmes work increasingly independently as they gain the skills they need to progress.
- The proportion of learners who progress onto higher-level courses and into employment is high. The majority of learners who completed vocational or academic programmes last year progressed to a higher level, including university or paid employment. Most learners on discrete programmes in 2015/16 progressed to the next level of study, into mainstream courses or into employment. A small minority progressed into adult community provision or supported living.
- Learners on discrete programmes make good progress and most on vocational or academic programmes make at least the progress expected of them. Teachers and learning support staff make very good use of learners' education, health and care plans to ensure that all learners have a well-designed individualised programme with detailed targets that challenge them to reach their goals.
- Learners benefit from relevant, high-quality work experience and work-related activities. Teachers develop work-related skills in the early part of the programme, through a range of relevant and stimulating activities. For learners on discrete programmes this includes running a college tea room and developing English skills through understanding how to apply for jobs. Job coaches support them well in external work placements and others have placements in real work environments within the college.
- Learners receive very good support from a range of skilled practitioners who help them with, for example, physical movement and speech and language therapies. This support is coordinated well through regular meetings between teachers, learning support assistants and therapists.
- Staff recognise and record learners' progress diligently. As well as paper-based and electronic records of progress for all learners, learners with complex and multiple

disabilities record their progress on a 'key ring' with each key describing one of their targets. Learners in the tea room have highly individualised targets, such as smiling and speaking clearly to customers and identifying hazards when washing up. Staff monitor their progress against these targets very frequently throughout the day.

- Learners behave well in lessons, and staff are very sensitive to learners' needs, for example giving them time out of the lesson when they become anxious.
- Teachers and learning support assistants support learners well in most vocational and academic courses. Often, learners are supported to give presentations to other learners and their teachers about their needs and their experiences, which impacts positively on communication and relationships within the groups.
- Managers use funding effectively to provide very good resources that are designed well to help learners overcome their barriers to learning, and to make good progress. These resources include specially adapted chairs, laptops and cameras, compression vests, body sacks, a well-equipped sensory room and a safe and secure learning area at Merrist Wood centre with easy access to the outside from all rooms.
- Teachers help learners in the discrete groups to communicate well. They are skilled at encouraging learners to listen carefully to each other, and checking that learners remember what they have been told. They give them exercises to develop their fine motor skills when using pencils. Learners with complex and multiple needs develop understanding of number well, through use of video, music and song.
- In a small minority of vocational and academic lessons, learners are not sufficiently well integrated in group work or supported to reach their aspirations. For example, learners who finding writing under examination conditions a struggle are not given the skills to help them manage their time better. As a result, their marks for tests in timed conditions are considerably lower than for other work.

Provider details

Unique reference number	130823
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	5,998
Principal/CEO	Peter Brammall
Telephone number	01483 448500
Website	www.guildford.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+
	154	558	630	754	1,345	228	0	6
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	230	155	84	155	0	1		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	116							
Funding received from:	The Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Learning Curve (JAA) Limited Unit 51–53 Innovation House Longfield Road South Church Enterprise park Bishop Auckland County Durham DL14 6XB							

Information about this inspection

The inspection team was assisted by the vice-principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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