

Peterborough Regional College

General further education college

Inspection dates

23–26 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			Good

Summary of key findings

This is a provider that requires improvement

- Governors have been slow to challenge leaders to reverse the sharp decline in achievement for learners and apprentices. As a result, outcomes were poor in 2015/16.
- The principal and new management teams are beginning to improve performance. However, they are not yet ensuring good standards in teaching, learning and assessment across all subjects.
- Leaders and managers do not receive fully comprehensive reports on the progress that learners are making, given their starting points, and therefore are unable to take actions which lead to good progress for all learners.
- Managers do not use sufficiently the key findings from the internal assessment of teaching and learning to secure improvements in teachers' practice.
- Too many learners do not attend their lessons, particularly in English and mathematics; as a result, not enough make good progress.
- Leaders do not analyse adult provision in sufficient detail to bring about improvements. Managers at all levels are over-generous in their judgements of the quality of the learners' experience.

The provider has the following strengths

- Through partnerships, senior leaders enhance the support arrangements for learners, and develop new courses which reflect the needs of the local economy and improve learners' progression into employment.
- Vulnerable learners, and those returning to education and training, receive teaching and support which enable them to achieve their qualifications and make good progress.
- Learners and apprentices improve their practical vocational skills to good professional occupational standards.
- Learners with high needs benefit from tailored learning programmes with carefully planned, high-quality support which prepares them well for adult life and work.

Full report

Information about the provider

- Peterborough Regional College is a medium-sized general further education college. Its main campus is a 30-acre site about half a mile from the city centre where it is co-located with its own higher education (HE) centre and University Centre Peterborough. Two smaller sites include a media and journalism centre, a short distance from the main campus, and a city centre base for community learning entitled 'JobSmart'.
- The college offers courses from pre-entry to HE level with provision in 15 subject areas. Peterborough has high rates of inward migration and economic deprivation. Educational achievement in Peterborough is below national rates at GCSE level. The proportion of the population who are educated up to level 4 is below the regional and the national rate.

What does the provider need to do to improve further?

- Ensure that governors provide a robust challenge to leaders and that governors monitor effectively any areas of underperformance.
- Improve teaching, learning and assessment by:
 - making sure that key findings from internal assessments of the quality of teaching and learning inform meetings at all levels of the organisation and lead to appropriate improvement actions
 - ensuring that observations of teaching, learning and assessment focus sufficiently on learners' progress from their starting points and the impact on outcomes for learners
 - training and developing teachers to improve their use of target setting so that they challenge learners to excel
 - training and developing teachers to improve the quality of their feedback so that learners understand fully what skills and knowledge they need to improve.
- Improve the effectiveness of management actions by:
 - extending the level of analysis and evaluation of the adult learning provision
 - monitoring more closely managers' judgements at all levels in the college.
- Improve attendance of learners by:
 - clarifying expectations at the beginning of the year with staff and learners and taking swift action as soon as learners miss any lessons
 - building on existing strategies and ensuring that all teachers follow them consistently.
- Improve the progress that learners make, given their starting points, by:
 - ensuring that all teachers record learners' progress in a regular and timely fashion
 - ensuring that managers receive accurate and timely reports of learners' progress and take actions to ensure swift improvement where learners are falling behind.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The principal, appointed in the summer of 2015, identified accurately a series of performance concerns. However, governors were slow to recognise the sharp decline in achievement for study programmes learners and apprentices in 2014/15. Leaders, managers and governors did not begin to put in place actions until early 2016 to rectify the decline, resulting in outcomes for all learners of all ages being poor in 2015/16.
- Leaders and governors now have high ambitions for the college and communicate expectations through managers at course, academy and director level. Leaders have recently restructured the senior curriculum and quality responsibilities to improve the level of challenge and promote improvement. Managers are reporting improvements in the pass rates of current learners. However, not enough meetings at all levels of staffing throughout the college, including leadership group meetings, have sufficient focus on improving teaching, learning and assessment and ensuring that learners excel.
- Recent appointments within the senior leadership team include: the vice principal for curriculum; an academic director for around half of the subject areas; the director of quality; and a new post of director with lead accountability for English and mathematics. These leaders are beginning to accelerate the rate of improvement and rectify poor performance. They have introduced an appropriate range of new and coherent quality assurance processes to improve the quality of teaching and assessment. However, leaders and managers do not formally observe teachers' practice until too late in the year and too much teaching, learning and assessment across the college has yet to improve sufficiently.
- Leaders and managers now collect and use data that enables them to have an informed understanding of learners' retention, attendance and predicted achievement and they intervene and track the impact of actions. Managers secure this information through the use of the electronic monitoring process and while tracking by the majority of teachers is robust, a minority of staff do not submit this information in a timely fashion. Leaders and managers do not yet have a good understanding of the progress learners are making when compared with their starting points.
- Leaders are appropriately self-critical in their self-assessment report of 2015/16 but their evaluation of the quality of teaching, learning and assessment for the current year is overly optimistic. Leaders give insufficient focus to the analysis and evaluation of the performance of the adult learning provision. Staff at all levels are involved fully in the self-assessment process but too many self-assessment reports at both course level and academy level are too generous in their judgements of teaching, learning and assessment.
- Leaders' quality improvement planning accurately identifies most weaknesses but there are too many instances where the targets lack precision and the monitoring and evaluation are not sufficiently incisive to lead to swift improvement. Quality improvement planning at academy level does not focus sufficiently on improving teaching. Managers' actions to improve underperforming areas are beginning to take effect, but a number of subject area teams continue to underperform; for example, arts, land-based provision, construction, English and mathematics.

- Senior leaders now manage staff performance more effectively and, as a result, teachers whose performance is not at the expected standard either improve their performance or leave the college. However, teachers receive annual appraisals of their performance that include a focus on their teaching practice but too many do not include a focus on areas to improve or target specific professional development opportunities.
- Leaders have forged a broad range of productive partnerships with the local authority, schools, and a range of employers. The college is at the forefront of the development of the university centre in Peterborough. Senior managers have developed strong relationships with the local enterprise partnership (LEP). The college is a key partner in the IMET project, establishing a new training facility providing learning in manufacturing, engineering and technology located in the Alconbury Weald Enterprise Zone. Leaders and managers plan the college's curriculum to reflect the latest labour market information and the LEP priorities. However, in 2015/16 leaders did not focus sufficiently on learners' destinations in order to evaluate the effectiveness of course planning or quality.
- Leaders have established successfully an inclusive environment for all learners where learners and staff exhibit high levels of respect and tolerance. Youth workers work diligently to calm down any arising flashpoints of poor behaviour. Leaders share the costs, with the police, of the employment of a full-time police constable who provides further reassurance to learners and staff that they are safe and protected. Trained staff ensure that the very large majority of learners have a good understanding of British values and the risks of extremism, which prepares them well for life in modern Britain.

The governance of the provider

- Governors have a broad range of relevant expertise in the commercial and education sectors that adds value to their governance and advocacy of the college. They acknowledge that they were slow to stem the decline in outcomes for learners and apprentices. They are now intent on ensuring sustainable improvement. As a result, they have increased the frequency of monitoring progress through the curriculum and standards committee. Leaders provide governors with a good level of appropriate performance information, but governors do not establish a permanent record of accountable actions which provide sufficient challenge to leaders to improve teaching, learning and assessment.
- Governors enhance their understanding of the quality of provision through their regular breakfast meetings with learners, and separate meetings with staff, that focus on their experiences of the college. Governors follow up any concerns promptly and challenge leaders to resolve them.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers have precise policies and procedures in place that are understood fully by staff and ensure that learners feel safe, and are safe.
- Managers put in place appropriate checks on external visitors, including employees of subcontractors and guest speakers to ensure that learners are safe. Managers for safeguarding work effectively with the Local Safeguarding Children Board and with

external agencies through forums such as the local 'missing and child sexual exploitation group' and the 'hate crime task and finish group' to ensure that learners are supported and kept safe.

- Managers record, monitor and follow up safeguarding referrals assiduously to full resolution. There are accurate, up-to-date records of Disclosure and Barring Service checks on the single central register and all staff receive regular tuition and online training.

Quality of teaching, learning and assessment

Requires improvement

- While teaching, learning and assessment are improving, there is still too much that does not ensure that all learners and apprentices make the progress of which they are capable.
- The low attendance of learners in too many lessons, and particularly in English and mathematics, results in too many learners missing valuable opportunities to benefit from their planned learning programmes.
- Too many teachers do not make good use of information on learners' starting points and ongoing assessment results in order to plan learning that enables all learners to maximise their progress. Learners with differing abilities too often all work on the same tasks at the same level; as a result, the most able learners, particularly at level 3, do not have sufficient opportunities to extend their understanding of theoretical concepts and develop and extend their skills of analysis and evaluation.
- Not enough English and mathematics teachers are sufficiently adept at planning and executing learning to enable learners of differing abilities to make sufficient progress. Too few learners are improving their English skills including the formation of paragraphs and their understanding of sentence structure. Managers and teachers do not provide opportunities for learners to improve these essential skills once they have completed their planned qualifications in English and mathematics.
- On adult learning programmes, managers have not developed rigorous assessment processes to record learners' progress and achievement on non-accredited learning. On study programmes, a minority of teachers do not use the online system effectively to record learners' progress and achievement. As a result, a minority of learners are not challenged to make the progress of which they are capable.
- Teachers' written feedback does not always make it clear to learners how they can improve their work. In motor vehicle apprenticeship programmes, assessors do not provide feedback that ensures that learners can improve their specific areas for development.
- On study programmes, the majority of teachers do not inject sufficient pace into learning and activities are not sufficiently challenging to stimulate and maintain the interest of learners. Most teachers do not set sufficiently challenging targets with learners to enable them to achieve their learning goals and excel. Too many teachers do not clarify the purpose of tasks in lessons or clearly reinforce homework requirements. In a minority of lessons, learners are unclear about their objectives, lose motivation and make slow progress. Assessment in lessons is weak and teachers do not check effectively learners' understanding. During questioning, teachers often accept learners' responses without seeking to develop their higher-level thinking skills or encourage analysis, evaluation or

reflection.

- In 2016/17, a total of 23 trainees follow traineeships. Skilled, experienced staff manage this programme well. Trainees benefit from studying in a spacious, well-equipped and supportive learning environment. Most trainees make good progress in the development of their English and mathematics skills and work-related competences including good team-working and much improved communication skills. These prepare them well for work experience placements and for their planned progression. Trainees' behaviour is positive and the large majority progress successfully into apprenticeships or into employment.
- The majority of teachers of study programmes make good use of their up-to-date industry knowledge and relate skilfully classroom-based activities and learning to the professional occupational standards expected in the workplace; this enables learners to develop relevant work-related skills. For example, learners studying business develop skills in market research, product knowledge and customer service, which equip them with a good understanding of the demands of the workplace. Apprentices work to high standards in the workplace and make good use of technology to support their training and development.
- Teachers ensure that learners with high needs on vocational programmes are fully supported. Experienced support staff provide these learners with tailored effective support, both in and out of lessons, that enables them to make good progress. Teachers and support workers communicate effectively and this leads to good-quality planning and delivery of teaching and learning for learners who require additional help with their studies. Support staff provide well-judged guidance and interventions in lessons with learners in receipt of additional learning support; as a consequence, this enables them to make the progress expected of them to become more independent learners.
- Teachers promote learners' understanding of equality well. They provide well-managed opportunities to promote learners' awareness of diversity. In art lessons, learners conducted a stimulating project that explored adeptly sensitive issues around victimisation and the Holocaust. On study programmes, learners explore and discuss effectively gender issues in the workplace, ethical issues in relation to body images and their portrayal online, cyber bullying and the nature of stereotypes. However, following the induction programme, assessors do not reinforce and consolidate apprentices' understanding of equality and diversity. As a result, apprentices are unable to reflect on how equality and diversity are relevant to their social lives and roles in the workplace.

Personal development, behaviour and welfare

Requires improvement

- The very large majority of learners participate in high-quality external work experience. A small minority of learners develop effective employability skills through work-related activities, such as a live brief from a local employer. Learners prepare well for their work experience and record diligently their activities. However, tutors do not reinforce directly the skills learned nor do they moderate effectively the learners' self-assessment of the skills they have developed. Only a very small minority of learners record the impact of their work experience on their planned destination or progression.
- The majority of teachers do not challenge learners and apprentices to develop high-level academic skills or to extend their theoretical understanding. Teachers do not challenge

learners to complete tasks that improve their evaluation and critical analysis skills. As a result, not enough learners are producing work of the standard of which they are capable. Not enough assessors challenge apprentices to develop higher-level skills or to take on more difficult work.

- Leaders and managers have improved attendance. However, overall attendance is low and below leaders' targets. Learners attend well in hospitality, business, engineering and travel and sport, but attendance is low in arts, and early years and childcare.
- Learners' attendance on English and mathematics courses is low, particularly on functional skills courses. In a minority of lessons, learners arrive late and teachers do not always challenge them effectively to be punctual.
- Learners and apprentices do not improve their English and mathematics skills within their vocational programmes at the appropriate level. For example, in a hairdressing lesson, apprentices measured carefully the chemicals required to complete a colouring treatment, but were unaware of the cost of the application or how to calculate the profit from a treatment.
- Assessors do not ensure that apprentices prepare well enough for reviews. As a result, assessors take the lead in reviews and apprentices are too passive. A minority of learners following study programmes are not prepared for learning, do not start learning promptly and exhibit low levels of disruption, which impedes their learning.
- The majority of learners and apprentices take pride in their work at college and in the workplace. Apprentices develop increased confidence, enabling them to become more independent and autonomous in their job roles. For example, in an insurance brokers, the business apprentice developed marketing via social media to successfully target a defined group of customers.
- Learners and apprentices respond positively to instructions and requests from staff and meet work deadlines. Learners show respect for others' ideas and views. Apprentices develop behaviours that are appropriate for work and professional and technical skills which are beneficial to the employer. Learners and apprentices are well aware of procedures for keeping themselves safe in workshops and other practical environments.
- Learners aged 16 to 18 have access to much-improved impartial information, advice and guidance from the large central team and an appropriately qualified careers adviser. As a result, retention on courses has improved in the current year when compared to previous years. However, information, advice and guidance for learners studying on the access to higher education course require improvement. Managers enrolled too many learners on this course who did not have the skills required to progress.
- The large majority of learners benefit from an enrichment programme that includes taking part in trade skills competitions, guest speakers and visits to employers. As a result, these learners broaden their understanding of personal, social and ethical skills well and are able to relate these skills to their progression and career aims.

Outcomes for learners

Requires improvement

- Overall, the proportion of learners aged 16 to 18 who achieved their qualifications has declined over three years and is low. In particular, learners studying vocational courses at level 2 and those enrolled on English and mathematics courses fared poorly.
- In the current year, a greater proportion of learners aged 16 to 18 are staying in learning and passing courses than previously. The large majority of in-year learners are on track to complete their courses and achieve their qualifications.
- Not enough learners make good progress, achieve the highest grades and excel. For example, learners studying on level 3 courses do not make the progress of which they are capable when compared with their starting points.
- Those with experience of local authority care and learners with high needs perform better than their peers. Learners in receipt of free college meals perform in line with other groups of learners. Senior managers have ensured that the achievement of learners from a Pakistani background has improved and the gap between them and all other ethnic origin groups has been eliminated.
- The proportion of learners and apprentices of all ages who achieve their English and mathematics functional skills qualifications is low. In-year progress indicates an improvement in achievement rates, but these are still low.
- The proportion of 16 to 18 and adult learners who achieved A* to C grade passes at English and mathematics GCSEs has been low over time. The progress of the majority of current learners studying mathematics GCSE courses has improved markedly and better than those learners on English GCSE.
- The proportion of learners on adult learning provision who achieved their qualifications declined sharply in 2015/16 and is below the national rates. Leaders' data for the current year indicates that a greater proportion of adult learners studying level 3 courses are making better progress but too many are not making good progress on courses at level 2.
- The proportion of apprentices in 2015/16 who achieved their apprenticeship programmes was low and below the national rate, as was the proportion who achieved their apprenticeship within the planned time period. Managers have recently introduced more effective tracking and monitoring systems; these have started to have a positive impact on the progress of current apprentices. The achievement gap between male and female apprentices is narrowing, but too slowly. Apprentices working towards the new standards, which is a minority of the total apprentices, make good progress.
- The majority of learners have clear and appropriate plans for the future. Managers and teachers ensure that learners with high needs have clear plans and progress well at the end of their studies. A few of the high needs learners take up high-quality supported internships that prepare them well for the transition into employment. The large majority of apprentices stay, or gain promotion, with their employer following the completion of their apprenticeships.
- In 2015/16, leaders did not monitor robustly the destinations of their learners; as a consequence, they were not able to assess accurately the impact of their curriculum on learners' outcomes.

Types of provision

16 to 19 study programmes

Requires improvement

- The college provides study programmes for 2,797 learners aged 16 to 18 with just under a half studying at level 3 and the remainder following courses at level 1 and level 2. The majority of learners study courses in care, arts, engineering and construction. A total of 36 learners are aged 19 or older.
- Leaders ensure that the principles of study programmes are met. Managers enrol all learners required to study English and mathematics onto the appropriate level of course. All learners benefit from valuable work experience or work-related activity and those on vocational courses develop effective skills that prepare them well for employment.
- The quality of teaching, learning and assessment is not consistently good across the range of study programmes; it varies too much between and within curriculum areas. Managers have implemented actions to improve teaching and learning on study programmes but these are yet to secure a positive impact.
- Teaching of English and mathematics functional skills courses requires improvement. Too many learners do not have specific targets to enable them to improve their English and mathematics skills. However, in the current year, teaching, learning and assessment on mathematics GCSE courses have improved and learners are making better progress. There has been little improvement to the quality of teaching, learning and assessment on English GCSE courses due to a series of changes to the staffing medley which has disrupted the learning. Too many learners do not attend their English and mathematics lessons; as a result, this impedes their progress.
- Managers have developed a well-planned tutorial programme, which includes time for teachers to review learners' progress and to promote learners' social and personal skills. In the majority of sessions, learners are interested, work to high standards and demonstrate good communication and negotiation skills. In a minority of teaching, teachers do not interest and motivate learners to make good gains in learning.
- Learners develop relevant work-related skills to meet the demands of employers. For example: learners studying business practise adeptly live market research to prepare for industry; learners following public services courses learn how to manage stress effectively to equip them for careers in the uniformed services; learners on retail courses develop effective industry-specific skills with a strong emphasis on communication and good customer service, which enables them to deal sensitively and firmly with customer complaints.
- Teachers and support staff enable learners with high needs to settle well into vocational learning. Additional learning support staff work effectively with teachers to enable most learners to reduce anxieties and barriers to learning and make good progress.
- Standards of learners' work are appropriate to their level of study but very few learners excel.
- Managers and specialist staff provide learners with a range of effective careers advice including visits by external speakers and opportunities to attend higher education fairs. Managers ensure that learners have access on college premises to independent and impartial careers advice. This enables learners to make well-informed choices about their progression. Learners aspiring to higher education particularly value advice and guidance

on UCAS applications and interviews.

Adult learning programmes

Requires improvement

- Approximately 1,200 adults study a broad range of vocational, preparation for employment and pre-entry and entry-level courses located on the college's main campus and at the 'JobSmart' facility in the centre of Peterborough.
- Managers are adept at securing funding to develop courses in partnership with relevant agencies to meet local needs, develop appropriate skills and make a positive contribution to the local community. For example, in partnership with Jobcentre Plus, managers develop courses for unemployed learners related to food safety, taxi driving and security which improve their work-related skills and bolster their chances of finding employment.
- Learners do not improve sufficiently their English and mathematics skills. Too few learners achieve a functional skills qualification in English and mathematics and too few learners achieve high grades at English and mathematics GCSEs. Learners' attendance and punctuality in these lessons is often poor.
- On employability programmes, teachers improve learners' interpersonal skills through well-structured discussion and effective use of questioning techniques. Learners take pride in much of their written work; however, teachers do not provide effective feedback on how learners can improve their written English. Comments from teachers are often over-generous and do not match the grades or marks awarded.
- Teachers do not evaluate and record effectively the progress that learners make on non-accredited courses. Assessors often provide descriptive commentary about tasks learners have completed or have yet to complete, rather than focus on the learning they have achieved or the skills they need to develop. Managers have recognised that the standards on non-accredited courses are not rigorously maintained and not sufficiently challenging for too many learners.
- Managers and teachers are sensitive to the specific needs and responsibilities of the majority of adult learners. For example, whenever possible, managers amend lesson and study times to enable learners to deal with arising personal situations and crises and still continue with their studies.
- Teachers motivate skilfully unemployed learners referred by Jobcentre Plus to develop their employability skills through collaborating productively to solve work-based problems. The majority of these learners, who often face challenging personal circumstances, make good progress in their studies and move on at the end of their courses to find work or enrol to further study.
- Teachers identify and promote equality and diversity issues effectively. For example, in a study of Shakespeare's play, 'The Merchant of Venice', learners considered in depth themes involving anti-Semitism and usury, feminism and patriarchy. Learners on employability programmes recognise the dangers of stereotyping and have a good understanding of the nature of equality to improve their chances of working successfully with a diverse customer base.
- Teachers regularly use information and learning technologies well in lessons to highlight key points and themes. Learners develop good information and communication technology (ICT) skills to assist them in their research and assignment development. All

learners use the internet well to research and submit assignments for assessment.

Apprenticeships

Requires improvement

- Approximately 820 apprentices are enrolled on apprenticeship programmes. A total of 369 apprentices are working towards the completion of the intermediate level and 430 are on advanced level programmes. The remainder follow higher-level apprenticeships. A minority of provision is subcontracted, including 11 apprentices working towards the completion of a standards-based apprenticeship in accountancy at the higher level.
- Leaders ensure that the provision meets the principles of apprenticeships frameworks and is shaped to meet the requirements of most employers. Leaders and managers plan apprenticeships provision in partnership with employers in order to meet effectively the local and regional employment needs. For example, managers have introduced a standards-based apprenticeship with a small cohort of apprentices at higher level for accounting technicians and are working effectively in conjunction with a large local employer to provide a mechatronics standards-based apprenticeship.
- Achievements for apprentices improved in 2015/16 but were still low. Managers, teachers and assessors now monitor the progress of apprentices more assiduously than previously; as a result, a greater proportion of apprentices are making good progress than in previous years.
- The quality of off-the-job training is not yet good. Teachers and assessors do not deploy effective questioning techniques that check apprentices' understanding and quicken their learning and progress.
- Assessors do not routinely set challenging targets that enable apprentices to deepen their knowledge and make more rapid progress. Too often targets focus solely on unit or task completion and do not demand apprentices to excel. Too few targets distinguish between apprentices' long- and short-term development needs.
- On the majority of apprenticeship programmes, the quality of feedback on submitted work is not effective to enable apprentices to accelerate their skills and improve their work. Too few assessors provide feedback promptly or provide specific information that ensures that apprentices have a good understanding of what they have to do to improve their work.
- Assessors do not support the development of apprentices' broader understanding of equality and diversity and how they apply in all aspects of their lives. Too few apprentices have sufficient understanding of the risks from extremist groups.
- The majority of apprentices have a good understanding of safe working practices. For example, apprentices in hairdressing develop a robust understanding of barrier protection to prevent contact dermatitis; apprentices studying motor vehicle understand fully the risks of prostate cancer due to exposure to carcinogens in oils and grease.
- Apprentices develop good employability skills and high levels of confidence which enable them to make a valuable contribution to the workplace and, for a few, to take on additional responsibilities. For example, an apprentice on an advanced programme in business administration gained promotion to a team leader role and is now undertaking additional qualifications to enhance his new role and another apprentice has been

promoted to a customer service manager role in a local paint shop.

Provision for learners with high needs

Good

- Currently the college provides learning for a total of 93 high needs learners; of these, 70 follow vocational programmes ranging from levels 1 to 3 and the remainder study on provision entitled 'inclusive learning' that is taught at entry and level 1. The college works in productive collaboration with three local authorities to ensure that learners are able to access suitable programmes of education.
- Managers have high expectations for learners, and support them well to fulfil their potential. They gain funding from a wide range of sources, which ensures that the learners have the necessary challenge and support mechanisms for successful participation in flexible study programmes.
- Managers have nurtured a wide range of strong partnerships with specialist agencies and local stakeholders to develop effective transition routes into and from college. Learners, parents and carers have regular planning meetings and reviews of progress so that the learners' needs and aspirations are fully understood. Learners participate well in designing their programmes.
- Staff plan and execute learning well so learners make good progress in developing their confidence, independent living and learning skills. For example, a learner now travels to college independently, has improved his behaviour and communication skills and is progressing to an apprenticeship at a local engineering works. A learner with complex needs who was too anxious to move around college and use public transport now accesses the college café and safe space and meets his taxi independently without a support worker.
- Learners following vocational programmes have very well-designed, bespoke programmes of study. They are able to access valuable 'out of class' specialist support: for example personal care, speech and language therapy; physiotherapy and anxiety management; and mentoring to enable them to adapt and engage in the college environment. However, a small minority of learners with planned 'out of class' sessions do not attend, and make slow progress.
- Staff use rigorous specialist assessment information to provide effective support for learners. Vocational teachers receive pertinent information on learners' needs, learning difficulties and/or disabilities to inform their teaching and assessment and ensure that the majority of learners excel.
- On inclusive learning courses, staff use instruction methods skilfully to enable learners to improve their everyday living skills. Speech and language therapists support staff well in creating individualised visual timetables.
- The majority of staff make effective use of adaptive technologies to make learning activities more accessible for learners. Entry-level learners benefit from enlarged, colour-coded keyboards and projected animations.
- Learners receive high-quality information, advice and guidance. They are well supported to make informed choices about their futures through good liaison with the college careers advice service, Jobcentre Plus disability advisers and the strong local partnership links. The majority of learners benefit from work experience, or work-related activities, as

well as a rich and varied programme of activities and experiences in the local community.

- For the first time, this year, managers have developed a successful supported internship programme with external funding support and partnerships with local retail, engineering and charitable organisations. For the few learners currently involved, it provides an effective transition into employment. Learners develop essential work skills.
- Teachers do not set challenging targets for learners on inclusive learning programmes and do not check the standards of their learners' work and progress with sufficient rigour. Managers have not yet developed a fully effective process for enabling learners on inclusive learning programmes to recognise and record their progress and achievements. As a result, they are less motivated to challenge themselves to excel.
- Entry-level learners do not always make fast enough progress and rely too much on staff direction.
- The minority of accommodation for learners on inclusive courses is not fit for purpose. Classrooms are often overcrowded and cramped, particularly for wheelchair users, and many classrooms do not have appropriate ICT facilities.

Provider details

Unique reference number	130613
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	7,500
Principal/CEO	Terry Jones
Telephone number	01733 767366
Website	www.peterborough.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)	791	704	788	387	1,212	131	1	12
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	226	302	176	441	8	16		
Number of traineeships	16–19		19+		Total			
	16		7		23			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	101							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Anglia Logistics Transport Training Academy Ltd Anglia Professional Training Anne Clarke Associates CQM Training & Consultancy Ltd Peterborough and Stamford Hospitals NHS Foundation Trust Peterborough City Council (Princes Trust) Peterborough Skills Academy							

Information about this inspection

The inspection team was assisted by the vice principal curriculum, 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

Martin Ward, lead inspector	Her Majesty's Inspector
Matt Vaughan	Her Majesty's Inspector
Carolyn Brownsea	Ofsted Inspector
Barbara Hughes	Ofsted Inspector
Christopher Young	Ofsted Inspector
Claire Beaman	Ofsted Inspector
Margaret Garai	Ofsted Inspector
Steve Hunsley	Her Majesty's Inspector
Kathleen Tyler	Ofsted Inspector

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Employer View

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