

Stockport College

General further education college

Inspection dates

22–25 January 2018

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

Summary of key findings

This is an inadequate provider

- Leaders and governors have not reversed the decline in standards since the previous inspection.
- Leaders and governors have not responded quickly enough to address all weaknesses identified at the previous inspection.
- Achievement rates for learners on study programmes have declined further and are inadequate. The principles for study programmes are not met.
- The quality of teaching, learning and assessment remains weak. Teachers do not plan challenging learning that meets learners' individual needs and abilities.
- Too many learners do not make sufficient progress from their starting points. They fail to achieve the target grades of which they are capable.
- Teachers do not ensure that learners develop the skills they need in English and mathematics.
- Managers have not identified accurately or put in place specific actions to reduce the differences in achievement between groups of learners.
- Learners' attendance rates, although improved since the previous inspection, remain low.
- While the transition principal and governors are working to secure a sustainable future for the college, the college finances remain inadequate.

The provider has the following strengths

- Partnerships with local employers and key stakeholders are good. Leaders and managers have strengthened existing relationships and are successfully developing new partnerships.
- In practical lessons, learners develop good vocational skills which prepare them well for employment.
- Support for learners with personal, additional and high needs is good, and helps learners to complete their courses. Learners with additional and high needs develop good skills for independence.

Full report

Information about the provider

- Stockport College is based in the centre of Stockport; the vast majority of learners attend the main college campus in Stockport, while a small minority of learners attend the Woodley campus. The college provides education and training for around 1,056 learners aged 16 to 18, as well as 1,776 adult learners, the large majority of whom are studying part time. The college no longer offers apprenticeships. The college provides courses from entry level to level 4 in a range of vocational subjects. The largest subject areas are health and social care, construction, engineering, hairdressing, beauty therapy and business. Stockport College subcontracts with Debut Academy of Performing Arts.
- Approximately 290,600 people live in the local authority of Stockport. Just over two fifths of the working-age population have qualifications at level 4 or above. This is higher than regional and national averages. The proportion of learners in the local authority who achieve five or more GCSEs at grades A* to C or grades 9 to 4, including English and mathematics, is higher than regional and national averages. Levels of unemployment in the local authority of Stockport are below regional and national averages and currently stand at 4.1%.

What does the provider need to do to improve further?

- Improve learners' attendance and reduce the numbers of learners who leave without achieving their qualifications.
- Ensure that study programmes meet the principles for these courses. Leaders and managers should make sure that all learners entitled to work experience benefit from a good-quality external work placement as part of their studies.
- Improve the quality of teaching, learning and assessment by:
 - ensuring that staff accurately assess their learners' starting points so that they can plan and deliver lessons that support all their learners to make good or better progress
 - developing teachers' skills so that they provide constructive feedback to their learners on how they can improve the quality of their work
 - ensuring that leaders and managers resolve staffing issues swiftly so that learners have consistency in the staff who teach them
 - ensuring that managers use information about learners' progress and the outcomes of lesson observations to identify accurately what individual teachers need to do to improve their performance
 - putting in place relevant high-quality training and development that improves the practice of all teaching staff, and particularly those whose performance is weak.
- Improve the proportion of learners who make good progress in developing their English and mathematical skills, including good grades in their GCSE, by:
 - improving the quality of teaching, learning and assessment in English and mathematics lessons
 - upskilling staff to improve their confidence, knowledge and skills to teach and promote

the value of English and mathematics effectively.

- Identify any differences in achievement between groups of learners and put in place improvements to reduce these gaps.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and governors have not acted swiftly enough to rectify the weaknesses identified at the previous inspection. The quality of teaching, learning and assessment remains inadequate. Achievement rates for learners on 16 to 19 study programmes declined further in 2016/17 and are inadequate. Leaders and managers have failed to ensure that the principles of study programmes are met.
- Although the new leadership team has implemented changes, the rate of improvement in teaching, learning and assessment is too slow. Recent changes to the lesson observation process have not yet led to improvements in the quality of the teaching, learning and assessment. As a result, too many learners do not make the progress of which they are capable.
- Leaders, managers and staff have not improved learners' development of their English skills. This weakness was identified at the previous inspection. Although English and mathematics is a priority for leaders and managers, learners' progress in developing these skills is too slow. Learners' attendance to lessons in these subjects is poor and achievement of English and mathematics qualifications remains low.
- The financial status of the college is weak and the college remains in administered status. Senior leaders are working towards a merger of Stockport College with a local partner college. The college is dependent on the continued support of the funding agency and the proposed merger to ensure that it can continue to operate in the future.
- Since the previous inspection leaders and governors have dealt with the legacy of underperforming staff. This has resulted in a number of staff leaving the college. However, significant changes in staff at all levels have hindered the pace of improvement and damaged outcomes for learners.
- The transition principal, appointed since the previous inspection, and more recent staff appointments have begun to raise expectations of staff and learners. Leaders and managers provide frequent and regular training for staff to help them improve their teaching techniques. However, too much teaching remains weak and does not challenge learners sufficiently.
- Leaders and managers are now fully involved in the self-assessment process, which is more rigorous. However, the most recent self-assessment report is insufficiently evaluative. Leaders and managers have not clearly identified the main strengths and weaknesses in the quality of the education and training. Although leaders and managers have revised the college's quality assurance systems, they have allowed staff to focus too much on the process. They have not required staff to concentrate on evaluating the impact of actions on improving the quality of education and training. As a result, the pace of improvement is too slow.
- Staff provide good support for learners with personal, additional and high needs. However, leaders and managers have failed to identify and take action to reduce differences in achievement between groups of learners.
- The college continues to offer a broad range of vocational courses from entry to higher level. Partnerships with local employers and stakeholders are strong. Managers and staff

work closely with partners to design courses that are highly responsive to local needs. For example, college staff work with the Manchester Airport Academy to provide pre-employment courses for adults to meet skill needs at the airport. Most learners who complete their course progress to employment.

- The college currently has a very small group of 14 learners subcontracted to the Debut Academy of Performing Arts Limited. Managers visit the subcontractor and check the quality of teaching, learning and assessment regularly. The quality of the education and training that learners receive at the subcontractor is good.
- Managers and staff promote diversity. Staff create an environment in which learners are respectful and tolerant of others. Learners take part in a range of activities such as voting on topics and debating issues such as Brexit and mental health awareness. However, learners' wider understanding of life in modern Britain is not good enough to help them in their life after college.

The governance of the provider

- Since the previous inspection the governing board has been strengthened. Governors have been recruited with a good range of skills and expertise to support the senior leadership team through the current financial situation and proposed merger.
- Reports and data provided by senior leaders to governors are now more detailed. As a result, governors provide challenge and support to the leadership team. However, leaders and managers were unable to provide precise data during the inspection, for example the numbers of learners on adult programmes currently at the college. Furthermore, inspectors identified inaccuracies in one of the reports that governors received.
- Board members are committed and work hard with the transition principal to secure the financial future of the college. A number of governors sit on the transition board for the proposed merged college.

The arrangements for safeguarding are effective

- Staff promote the importance of safeguarding effectively to learners. As a result, learners adopt safe working practices. They know whom to contact if they have any concerns. Learners feel safe.
- Managers have implemented very effective safer recruitment practices. They complete all necessary checks. Newly appointed staff complete an online questionnaire to check that they have read and understood the safeguarding information provided to them on appointment. This ensures that they understand their role and responsibilities in relation to safeguarding at the college.
- Leaders and managers have implemented the 'Prevent' duty effectively. Governors, staff and learners have undergone training on 'Prevent'. Staff have raised learners' awareness as a result of recent incidents in Manchester. However, not all learners understand the wider risks associated with radicalisation and extremism.

Quality of teaching, learning and assessment**Inadequate**

- The quality of teaching, learning and assessment remains weak. Teachers do not accurately assess learners' starting points. This results in a significant minority of learners being placed on the incorrect level of course to meet their needs and aspirations. Too many learners do not make the progress of which they are capable.
- Teachers do not set learners meaningful targets at the beginning of their course. They base targets on the qualifications that learners already hold and do not take into account learners' abilities or practical skills. Targets set are not routinely amended or increased to provide challenge for those learners who exceed their target grades. Too few learners, on both 16 to 19 study programmes and adult learning programmes, achieve or exceed their expected target grades because teachers fail to develop or extend their learning. A quarter of learners on 16 to 19 study programmes are working below their minimum target grade.
- Teachers make insufficient use of information about learners' prior learning. As a result, they do not prioritise learners' individual needs and abilities when planning for learning. Too many teachers have low expectations of learners. They fail to plan lessons that inspire or interest learners. Teachers provide insufficient levels of challenge for learners who are more able. They do not provide effective support for learners who need extra help to enable them to achieve their targets.
- Very few teachers set individual targets for learners in lessons, which results in all learners completing the same tasks and activities regardless of their starting points. As a result, too few learners make good and sustained progress. This weakness remains from the previous inspection.
- Teachers do not challenge learners enough in relation to the knowledge which underpins vocational skills. Teachers do not check, consolidate or extend learning. As a result, too many learners are unable to explain how they will put into practice what they have learned in their lesson.
- Too many learners on 16 to 19 study programmes produce work of poor quality that does not show improvement in classes or over time. Teachers' feedback to learners is often overly positive, is not specific and does not help their learners to improve. The majority of learners on 16 to 19 study programmes do not act upon teachers' feedback and, therefore, do not improve the quality of their work. Teachers have recently introduced a strategy through which they identify spelling, punctuation and grammar errors in learners' work for learners to correct in focused class activities. This new strategy has not yet had a discernible effect on improving learners' English skills and it has not yet been implemented across all subject areas.
- The quality of teachers' feedback to learners on adult learning courses varies significantly across courses. Teachers on access to higher education courses provide feedback to learners that helps them improve their work and consolidate their learning. Teachers' feedback to learners on adult learning courses is not effective in helping them to improve the quality of their work.
- Learners on a very small minority of 16 to 19 study programmes develop good English skills. For example, learners on entry-level childcare courses used dictionaries skilfully to explore the definition of technical terminology such as dehydration, diarrhoea and

lethargy when discussing childhood illnesses. The development of English skills for learners on higher-level courses is insufficiently rigorous. For example, learners prepare detailed presentations but are unable to present their work as they lack the confidence and skills to do so. This weakness remains from the previous inspection.

- Staff identify additional learning support needs swiftly and accurately. They put in place a range of personalised strategies to support those learners who require extra help. As a result, these learners develop greater skills of independence and make valuable contributions in class. Most teachers and learning support assistants work together effectively. They ensure that learners who require support are active participants in class and, wherever possible, reduce the levels of additional learning support to support learners' growing independence.

Personal development, behaviour and welfare

Requires improvement

- Although improved since the previous inspection, learners' attendance remains too low. Too few learners attend their lessons and too many are late, particularly to English and mathematics lessons. This poor punctuality disrupts teaching and delays learning and progress. This weakness remains from the previous inspection.
- The development of learners' English and mathematical skills, and low rates of achievement of qualifications in these subjects, were weaknesses at the previous inspection, and remain so. The proportion of learners achieving qualifications in English and mathematics in 2016/17 was poor. Although leaders and managers have reintroduced functional skills qualifications for learners on 16 to 19 study programmes from September 2017, too many current learners do not improve their English skills quickly enough. The college does not currently offer lower-level English classes for learners on adult learning programmes. Leaders are currently reintroducing English for speakers of other languages (ESOL) courses to support ESOL learners.
- Information, advice and guidance for learners at the start of and during their courses have improved since the previous inspection. The college now has qualified information, advice and guidance staff working directly with learners, where previously no support existed. A minority of learners do not receive sufficient support to guide them to the correct courses to meet their needs and abilities. As a result, they leave their courses early or transfer to other courses.
- Almost half of learners on 16 to 19 study programmes have benefited from planned, meaningful external work experience. Although the number of available placements is still very low, it has significantly improved since 2016/17 when no learners, apart from those on courses where work experience is a mandatory element of their qualification, attended relevant work experience.
- Learners have a personal understanding of the impact that radicalisation and extremism can have on their lives and communities. They have a basic understanding of safeguarding. Learners are tolerant and respectful of each other. However, their wider understanding of living in British society and threats of radicalisation and extremism is limited.
- Careers guidance for learners on 16 to 19 study programmes, learners on adult learning programmes and learners with high needs is adequate. A very small and newly

established careers guidance team works closely with external agencies such as the National Careers Service and the local authority to provide impartial and independent careers guidance. The majority of learners are able to make informed decisions about their next steps on completion of their courses. However, learners are not always able to book appointments with the careers guidance team due to very limited resources. This limits learners' opportunities to explore careers aspirations and their next steps in learning.

- Support for learners with personal, additional and high needs is good. Staff support learners with additional learning needs well, both in and out of lessons. Learners appreciate this support and work well with teachers and learning support assistants in classes. Learners with personal support needs, such as those directly affected by local terrorist incidents, receive high levels of care and support, including counselling. The support team works closely with and swiftly refers learners to relevant external agencies. As a result, most learners who receive support remain on their courses.
- The majority of learners enjoy and regularly benefit from enrichment activities which improve and complement their employability and vocational skills. For example, health and social care learners attend dementia awareness training, childcare learners achieve paediatric first aid qualifications, learners on beauty therapy courses attend spray-tanning training and sports learners achieve basketball qualifications.
- Most learners enjoy their learning. Learner survey results gathered during the inspection are positive about the friendly and supportive staff at the college. Learners on 16 to 19 study programmes wanting to progress to university have a clear understanding of their next steps and what they need to do to get there.
- The majority of learners have positive attitudes to learning. Behaviour has improved significantly since the previous inspection. Learners are polite and courteous. Few instances of disruption to classes now occur due to poor behaviour.
- Learners develop good technical, practical and employability skills in practical workshops, salons and training environments.
- Equality is celebrated throughout the college, for example through the activities of the learner equality council and the youth parliament. Learners explore diversity through activities to raise awareness of lesbian, gay, bisexual and transgender (LGBT) groups in preparation for LGBT history month.

Outcomes for learners

Inadequate

- Achievement rates for learners on 16 to 19 study programmes have declined for the last three years and are low. Over half of the college's provision in 2016/17 was 16 to 19 study programmes. Almost one third of these learners did not achieve their qualifications and one fifth did not remain on their courses until the end. Achievement rates were particularly low at level 2, which accounted for almost two thirds of the provision.
- In 2016/17, the very small minority of learners on 16 to 19 study programmes working towards level 3 qualifications did not make sufficient progress from their starting points. Progress was particularly weak for female learners and had declined from the previous academic year. Progress for learners from disadvantaged backgrounds was also low.
- The proportion of learners on 16 to 19 study programmes who achieve grades A* to C or

9 to 4 in GCSE English and mathematics was inadequate in 2016/17. Less than one tenth of learners in mathematics and around one tenth in English achieved grades C or 4 and above. Achievement of grades A* to C or 9 to 4 in GCSE mathematics was low for learners on adult programmes. Almost all learners on 16 to 19 study programmes made poor progress from their starting points in GCSE English and mathematics.

- Managers have not tackled effectively the differences in achievement between groups of learners. This weakness was identified at the previous inspection. Groups of learners who achieve less well than others include those on 16 to 19 study programmes of White, Black and mixed heritage, and those who are from disadvantaged backgrounds. On adult learning programmes, groups of learners of Asian and mixed heritage, and those with learning difficulties and disabilities, achieve less well. Managers have not identified sufficiently which groups of learners achieve significantly better and recognised why this is the case in order to share good practice and put in place actions to improve the performance of low-achieving groups.
- Too many current learners do not make enough progress from their starting points. One quarter of learners on 16 to 19 study programmes and one fifth of adult learners are making progress below their minimum target grades. The learners' tracking systems are too complex, and staff do not use them consistently or rigorously to measure learners' progress.
- Destination data indicates that, of the learners who completed their courses in 2016/17, the large majority remain in education and a small minority go into employment. However, over one tenth of learners are not in education or employment and the college leaders and managers do not know the destinations of a further one tenth of learners.
- The proportion of adults who achieve their qualifications has improved since the previous inspection. Performance is extremely high in trade union qualifications and on pre-employability courses. These courses are very short and make up one third of adult learners in 2016/17. The achievement rates are too low for learners on full-time level 2 courses in accounting, applied science, information and creative technology, early years, supporting teaching and learning, beauty specialist, hairdressing and plastering, and full-time level 3 courses in business, sport and exercise science, accounting, applied science, hairdressing and beauty therapy.

Types of provision

16 to 19 study programmes	Inadequate
■ Currently, 1,056 learners study a range of vocational courses from entry to level 3. The largest areas are construction, engineering, retail and commercial enterprise and the arts. The proportion of learners who achieve their qualifications has continued to decline. One third of learners who remain on their courses until the end do not achieve their qualifications. Leaders and managers have not met the principles of 16 to 19 study programmes. They have failed to ensure that around half of learners have clear plans in place to take part in and enjoy relevant work experience.	
■ The quality of teaching, learning and assessment in classroom sessions is poor. Too few teachers plan lessons that meet the diverse needs and goals of their learners. Teachers often set tasks and activities in lessons which are not sufficiently demanding. They do not	

extend or deepen learners' existing knowledge and understanding. As a result, many lessons are insufficiently challenging and too many learners do not make the minimum progress expected of them from their starting points.

- Although improving, too many learners do not attend their lessons regularly, or on time, and this hinders their progress. Learners arriving late to class, or catching up after missed sessions, cause disruption and delays to others' learning. Teachers do not always check learners' progress effectively. They do not routinely identify timely interventions to help learners tackle slow progress. Teachers' setting of personalised targets for learners is often weak. They do not focus sharply enough on the specific skills and learning strategies that learners need to make better progress, and set targets which are too general.
- Teachers do not provide sufficiently helpful and specific feedback on marked work to support learners to improve. They do not routinely highlight the poor standards of work that exist and which are often below the required level of learning. Too many learners do not take enough pride in the quality of their work. Learners' work is often scruffy or incomplete and lacks depth and detail to support a secure understanding of the topic.
- Staff have made changes to the timetables of English and mathematics lessons. This has led to improved attendance rates compared with the same period last academic year. However, attendance in English and mathematics lessons remains low. Too many lessons in other subjects do not sufficiently develop learners' English skills. Although spelling errors are routinely highlighted by teachers, learners do not know how to improve their literacy skills. As a result, learners continue to make mistakes, to the detriment of the quality and professionalism of their written work.
- Learners on 16 to 19 study programmes have access to impartial careers information, advice and guidance. Staff provide drop-in sessions, individual appointments and group tutorial sessions, which effectively support learners who plan to progress to higher education. Learners who intend to pursue an alternative pathway do not have sufficiently clear plans for their next steps.
- Many learners take part in extra activities to develop their personal, social and employability skills. Learners have access to an online 'employability platform' to record their skills and achievements and to develop a profile intended to aid progress to employment. Managers have not yet fully implemented the platform and learners do not routinely use it, so its usefulness is not yet established.
- The majority of learners treat others with respect. They behave well and are keen to develop their learning and understanding. Learners feel safe and welcome at the college. Most learners understand the importance of equality and diversity in the workplace. Learners' understanding of British values and the wider dangers associated with radicalisation and extremism is limited. For example, learners are knowledgeable about local issues such as the recent terrorist attack at Manchester Arena, but their knowledge does not extend to other forms of extremism.
- Most learners benefit from effective coaching and guidance in practical vocational sessions. Most teachers provide clear demonstrations, appropriate correction and relevant work-related tasks. These activities help learners to develop practical and technical skills to professional standards. For example, learners in performing arts develop good dance techniques and skills. Industry professionals support and challenge them to perform demanding routines. In catering, learners work well as a team to produce a lunchtime

meal for paying customers. They share and delegate tasks to produce dishes to a high standard and within a tight timeframe.

- Support for learners with additional, specific and high needs is good. Staff put in place effective and timely arrangements to identify and review learners' specific needs. They ensure that learners' individual support requirements are fully implemented. Staff share practical learning strategies and check how successfully they work. They make appropriate adaptations when needed. As a result, learners develop their independence and confidence. They take an active and purposeful role in their own learning.

Adult learning programmes

Requires improvement

- The college has 1,776 learners on adult learning programmes. Most learners study part time. Learners study courses from entry level to level 4 in a wide range of vocational subjects. Courses include accounting and finance, business management, hairdressing and barbering, and health and social care. Learners attend pre-employment courses, trades union education and GCSE and functional-skills courses in English and mathematics.
- Learners' attendance in many classes is low. Consequently, they make slow progress, their learning is disrupted and their achievement rates are affected. Staff do not stress the importance of regular attendance sufficiently when learners join the course. A minority of learners leave lessons early, which reduces their learning time further.
- Too often, teachers do not identify learners' starting points clearly and accurately. Learners' prior learning and experience are not taken into account sufficiently. Consequently, teachers do not match learning to the needs and abilities of each learner in the class. Too few teachers set individual targets for learners, and learners often all complete the same tasks. This inability to meet individual learners' needs remains from the previous inspection.
- Learners' English skills are not developed sufficiently in vocational classes. For example, teachers do not routinely check spellings or comment on the correct use of punctuation marks. Teachers give too little attention to improving learners' oral and non-verbal communication skills.
- A significant minority of teachers do not use questioning skilfully enough to assess learners' knowledge, understanding and progress accurately, especially where learners lack confidence or commitment. As a result, the more confident learners answer and the less confident ones remain silent.
- Teachers' feedback to learners is not of a consistently high standard. Teachers do not provide learners routinely with feedback that tells them how they can improve their written work. Spelling, punctuation and grammatical errors are not identified systematically. As a result, learners repeat the errors. Learners on access to higher education courses receive detailed feedback which tells them what they have completed successfully and what they need to do to improve.
- Learners who wish to improve their personal effectiveness, increase their chances of employment or enhance their career prospects are very enthusiastic about their courses. They appreciate the opportunities they have to work towards recognised qualifications. A very high proportion of learners on these courses achieve extremely successfully.

- Most learners enjoy their learning and are highly motivated to succeed. They work with other learners and develop their personal, social and employability knowledge, skills and understanding. Learners develop good skills in practical lessons. For example, learners in the motor-vehicle workshop learn how to remove and refit brakes, diagnose and rectify faults, check power-steering fluid levels and adjust handbrakes. Learners on counselling courses work with other learners in counselling situations. They practise and develop counselling skills such as active listening, empathic understanding, reflecting, summarising and concluding.
- Learners who study access to higher education courses produce work of a high standard. They have high aspirations. Many have received offers of university places to study, for example nursing and midwifery, speech and language therapy or business studies. Learners share their ideas and support each other in lessons.
- Teachers provide good careers information, advice and guidance. For example, learners on access courses apply to suitable universities for the most appropriate courses. Other learners receive very good information, advice and guidance about progression routes and suitable career opportunities.
- Leaders and managers have developed good partnerships with a range of external organisations, with a strong focus on employability. Short, sharply focused and very successful employability training courses are run at the Airport Academy. Learners achieve recognised customer-service or employability awards at level 1. After completing the course, many learners are successful in getting jobs with employers within the airport.
- Learners' behaviour in classes is very good and mutual respect is strong. Learners know the importance of keeping themselves healthy. They feel safe and are safe. They have a basic understanding of safeguarding and British values but their knowledge and awareness of the 'Prevent' duty is underdeveloped. Teachers effectively promote equality and ensure that learners' diversity is reflected and accepted.

Provider details

Unique reference number	130512
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	4,293
Principal/CEO	Dr Mike Potter CBE
Telephone number	0161 2965941
Website	www.stockport.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)	16–18	19+	16–18	19+	16–18	19+	16–18	19+						
	333	447	345	865	378	367	–	97						
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher									
	16–18	19+	16–18	19+	16–18	19+	16–18	19+						
	–	–	–	–	–	–	–	–						
Number of traineeships	16–19		19+		Total									
	–		–		–									
Number of learners aged 14 to 16	–													
Number of learners for whom the provider receives high-needs funding	6													
At the time of inspection, the provider contracts with the following main subcontractors:	Debut Academy of Performing Arts Limited													

Information about this inspection

The inspection team was assisted by the interim deputy principal, as nominee. Inspectors took account of the college'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 college.

Inspection team

Alison Cameron Brandwood, lead inspector	Her Majesty's Inspector
Elaine Price	Her Majesty's Inspector
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Malcolm Bruce	Ofsted Inspector
Ken Fisher	Ofsted Inspector
Dilys Taylor	Ofsted Inspector
Anita Pyrkotsch-Jones	Her Majesty's Inspector

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