

Moulton College

Specialist further education college

Inspection dates

27 February–6 March 2018

Overall effectiveness		Inadequate	
Effectiveness of leadership and management	Inadequate	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	Inadequate	Apprenticeships	Inadequate
Outcomes for learners	Requires improvement	Provision for learners with high needs	Inadequate
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is an inadequate provider

- Not all students and apprentices are safe when undertaking activities at the college.
- Much teaching is not good enough, and managers' actions to improve it have had little impact.
- Teachers' expectations of students are too low and, consequently, many students engage in low-level misbehaviour both in and out of lessons.
- Teachers do not set work that is difficult enough for students, especially on level 3 study programmes.
- The quality of students' written and practical work is not good enough.
- Too many study programme students do not make enough progress in their vocational subjects, especially in sport.
- The proportion of students who achieve GCSE English grades A* to C, or make good progress towards this, is low.
- Governors do not challenge senior leaders sufficiently in order to ensure swift improvements.
- The support that staff provide to students who need extra help is not sufficiently effective.

The provider has the following strengths

- Apprentices develop good practical skills in the workplace.
- The large majority of study programme students benefit from good-quality work-related learning in the college's commercial environments, and useful work experience.
- Leaders, managers and governors have used their commercial links to develop a curriculum that provides good opportunities for students to increase their employability.
- Teachers use their considerable experience and the college's good resources to help students understand how they will use the skills they learn in their future jobs.

Full report

Information about the provider

- Moulton College is a specialist land-based college that offers programmes in a range of disciplines, including animal management, equine studies, agriculture and countryside management. It also offers a range of programmes in construction and sport. Most classroom-based provision is taught at the main college site in Moulton, Northamptonshire. The college also offers courses at two satellite centres in Higham Ferrers and Daventry, and has a substantial number of apprentices, particularly in construction-related subjects, who work for local firms.
- Young people in Northamptonshire leave school with GCSE results that are slightly below the national average, having made less progress at secondary school than might be expected. Employment in the local area is higher than in the rest of Britain, and the proportion of workless households is lower. The proportion of the population qualified to level 3 or above is lower than in the rest of Britain. Key employment sectors include manufacturing, wholesale and retail trade, transportation and storage, administration and health and social work.

What does the provider need to do to improve further?

- Take immediate action to ensure that all learners are safe during all activities at the college, specifically:
 - provide training in health and safety for all staff and managers that is relevant to their role and their vocational area
 - ensure that risk assessments are in place for all relevant activities, and that staff comply fully and follow all safety procedures
 - make certain that all staff understand their role when safeguarding concerns arise, so that actions to help students are swift and effective
 - collect appropriate staff information into a single central record and ensure that all the required information is present for all staff.
- Develop further the support and training given to teachers to ensure that they:
 - have high expectations of students' behaviour and enforce these in lessons
 - have high expectations of what students can achieve, and set work for them that is suitably challenging
 - know how to use different strategies during lessons to help students to understand the principles, the underpinning knowledge and the theory required to be successful in making good progress relative to their prior attainment.
- Improve the skills that additional learning support staff have, and the quality of vocational tutors' planning with them, so that they provide more effective support to learners who have declared learning difficulties and disabilities.
- Provide training and support to governors that help them to be more challenging towards senior leaders, and hold them to account more effectively.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers have been too slow to respond to the areas for improvement identified at the previous inspection. Their actions to improve the quality of teaching, learning and assessment have not achieved the desired impact.
- Leaders have been overly generous in their self-assessment of the quality of teaching, learning and assessment, and of how well learners develop their personal skills and behaviours. Although they have accurately identified a number of areas for improvement, they have not prioritised these well, and have not taken effective action to address them.
- The English and mathematics strategy has not yet had enough impact on students' outcomes. Changes in the management of English and mathematics have been too slow and the quality of English and mathematics teaching is not yet good enough. Leaders have invested in staff development, and have identified link staff to improve communication between vocational teams and English and mathematics teams. There are signs that teachers have improved the extent to which they promote English and mathematics in vocational lessons, but this has yet to result in improved outcomes for students.
- Leaders do not collect or monitor the destinations of the majority of students and apprentices. The data they do have indicates mainly positive destinations. However, there are too few learners in the sample for this to be representative.
- Leaders and managers have a clear vision for the future of the college. They have developed a new set of values through consultation with staff and industry experts. They effectively communicate their strategic aims, which are understood by staff at all levels.
- Leaders and managers have provided an excellent range of specialist facilities at the college, such as a sports therapy unit and a working veterinary practice. These facilities allow students to participate well in many real work experiences without leaving the college site. This helps them to develop the skills they require in the workplace.
- Leaders and managers have established very strong links with local employers that they use well to develop the curriculum and a range of commercial activities that meet local needs. One result of this is the development, in cooperation with the local enterprise partnership, of the Food and Drink Innovation Centre, currently under construction. However, the partnership with a national provider of distance learning courses does not provide any obvious benefit to local people or employers, or address national priorities.
- Through prudent financial management and the development of successful commercial activities, leaders and governors have ensured that the college is in a good position to sustain programmes for the foreseeable future.
- Leaders and managers adequately promote the importance of respect and tolerance for individual differences. As a result, the college provides a friendly and welcoming environment for students and apprentices.
- Managers' recent actions to improve the performance of teachers who are judged to be falling below the expected standard have been effective. However, one effect of this has

been a high turnover of staff and this has adversely affected the quality of teaching, learning and assessment in a few subject areas.

- Managers have recently introduced a range of well-planned and appropriately focused professional development activities to help teachers improve their practice. They have introduced activities to support newly appointed staff and have appointed new teaching and learning coaches. However, it is too soon to see the impact of these activities on the quality of teaching, learning and assessment.

The governance of the provider

- Governors do not monitor the performance of the college well enough. Although they are passionate about providing a high-quality experience to learners, and recognise that the quality of teaching, learning and assessment is not good enough, they do not challenge senior leaders sufficiently. This has contributed to the lack of improvement since the last inspection.
- Members of the governing body have a clear focus on the curriculum and commercial development of the college. They have recruited a range of members to fill skills gaps identified in their own self-assessment, and have a range of experience that matches the college's curriculum and its strategic goals.

Safeguarding

- The arrangements for safeguarding are not effective.
- Senior managers do not manage health and safety practices across the college effectively. The curriculum includes a number of highly dangerous vocational areas, and learners are not safe. Inspectors identified a number of serious breaches to health and safety regulations and a number of instances where practice was unsafe or sloppy. Not all managers with responsibility for health and safety have undertaken appropriate training.
- College managers do not maintain a complete single central record of staff. Although they record completion of most of the required recruitment checks, they do not collate this information in a single file. Managers do not hold records of the professional qualifications of staff recruited more than two years ago, despite this being a statutory requirement for more than 10 years.
- Although designated safeguarding staff respond quickly and appropriately to safeguarding concerns, other staff are often slow in dealing with referrals.

Quality of teaching, learning and assessment

Requires improvement

- Too often, teachers have low expectations of students. Teachers do not set, or adhere to, clear enough ground rules in lessons and, as a result, students' poor behaviour in class goes unchallenged. This slows the pace of learning for all students in the lesson. In a minority of lessons, teachers set work that is too simple, especially on level 3 courses.
- Following the training they have had since the previous inspection, teachers use a wide range of teaching methods in their lessons, but too often they do not use them effectively. For example, when checking whether students have understood a concept,

teachers pose questions but do not give students sufficient time to consider and give a response before they themselves provide the answer. As a result, students are not able to reflect on what they have learned, and teachers do not have a clear idea of where the gaps are in students' knowledge.

- Leaders' and managers' strategy to improve the teaching of English and mathematics is underdeveloped. They have provided guidance to teachers on the range of activities they should use in lessons to maintain students' interest, but they have not provided guidance on the most effective approaches to use when teaching specific topics. For example, in mathematics, teachers use activities such as interactive online quizzes to gain students' interest, but they do not use these to reinforce the mathematical techniques they have taught, such as how to simplify ratios. Teachers focus too much on students finding answers to mathematical problems, and not enough on helping them to understand the methods behind the answers. As a result, students continue to make errors in their calculations, and are unsure how to correct them.
- Staff do not provide good enough support to students and apprentices who need extra help to achieve. Staff identify accurately those who need support and ensure that all those who teach these students and apprentices are aware of this. Teachers do not plan carefully enough for what learning support staff will do and, consequently, these staff do not know who they are to support or how they are to support them. While the majority of learners who need extra help achieve their qualifications, they do so at a lower rate than their peers. Students on the supported learning programme, and those who need specific help such as sign-language interpretation, receive effective support.
- Teachers do not use the information they have about students well enough to ensure that students improve the specific skills they find difficult. For example, teachers record that students are weak in spelling and grammar in general, but do not record, or help students to avoid, the specific errors that they repeatedly make, thereby limiting their ability to make improvements.
- Most staff assess students' and apprentices' work accurately and provide positive encouragement in their feedback. Teachers and assessors mostly give detailed advice to students and apprentices, who, consequently, know how to make improvements in subsequent work. On a few courses, primarily those affected by high staff turnover, teachers do not give students feedback on marked work quickly enough, limiting students' ability to use this to produce work of a higher standard in subsequent assignments.
- Most teachers have considerable experience of working in the land-based, construction or sport sectors. They use this well to help students and apprentices to understand the relevance of what they are learning to employment, especially in the more theoretical lessons. They successfully help students to reflect on their experiences in work placements and to relate what they have learned to their studies.
- Most staff across all provision types monitor closely the progress that students and apprentices make in achieving their qualifications. The majority of teachers and assessors know who is on track to achieve, and who has fallen behind. They share this information well with students and apprentices. However, they do not use this information to help plan actions that help learners to catch up.
- Teachers provide a suitable range of information and resources on the college's virtual learning environment. Most learners make effective use of these to catch up with work if

they miss lessons, to review what they have learned, to revise for assessments and to help them to complete assignments.

- Staff accurately assess students' skills and knowledge in English and mathematics at the start of their course. They use this information well to place students on suitable programmes at the correct level.

Personal development, behaviour and welfare

Inadequate

- Not all students and apprentices are safe while undertaking activities at the college. For example, brickwork learners do not wear appropriate eyewear when cutting bricks, and staff do not adequately supervise students with complex needs during water-based activities in the swimming pool.
- Staff expectations of students' behaviour are not high enough and, as a result, many students demonstrate low-level poor behaviour, both within lessons and when in shared college spaces. For example, students engage in inappropriate and potentially dangerous horseplay in lessons, smoke outside of designated areas, loiter in corridors and, when staff challenge them, move only reluctantly.
- Attendance of classroom-based students is not high enough, especially in animal care and construction. The support and challenge given to students with low attendance are not sufficiently effective and there has been no improvement in attendance in the current year.
- The very large majority of study programme students participate in good-quality work experience. Staff help prepare them well for their work placements, and students reflect well on completed workplace activities. In addition, most students participate in 'commercial experience' that provides them with the opportunity to work in a range of college working environments in which they can apply their skills in realistic work situations. They develop their skills and knowledge, and their experiences help inform their career choices.
- Learners know how well they are doing because their progress is available to them through online tracking systems. They grow in confidence and improve their career prospects.
- On vocational courses, teachers ensure that students use skills in English and mathematics to the standard required to achieve their qualifications and to be effective as employees. For example, florists are able to calculate costings for clients, plumbers work out the sizes of boilers and cylinders required in a range of domestic and commercial settings and students improve their confidence in communicating with others through doing presentations in class.
- Staff help inform students and apprentices about the world around them and how to be responsible citizens. Through well-planned tutorials, students learn about topics including British values, respecting and celebrating diversity and the importance of equality of opportunity.
- Students experience a wide range of enrichment activities including study visits and guest speakers on a wide range of subjects. For example, stonemasonry students visited the

Houses of Parliament to assess the planned renovation work, and animal welfare students visit animal rescue centres.

- The college is welcoming and inclusive. Incidents of bullying and harassment are rare.
- Teachers and assessors provide a useful range of information, advice and guidance about students' and apprentices' career options. They use their own experience to help learners identify potential career routes, and provide a number of opportunities for learners to have contact with employers through employer fairs, study visits and the use of guest speakers. However, few learners are aware that the college has a qualified careers specialist and, consequently, few have benefited from her expertise and support.
- Students, including those with complex needs, and apprentices have a satisfactory understanding of a range of safeguarding themes, including those related to the risks of radicalisation and extremism. They are able to describe the risks they may encounter online and recognise the signs of abuse, neglect and bullying.

Outcomes for learners

Requires improvement

- The college has 1,672 16 to 19 study programme students, 862 adult students and 657 apprentices. It receives high needs funding for 93 students. It receives around 77% of its funding for 16 to 19 study programmes, 13% for adult learning programmes and 10% for apprenticeships.
- Too many study programme students do not make enough progress in their vocational subjects, especially in sport. Although teachers monitor the progress of individual students, they do not intervene effectively to provide appropriate support for students who fall behind in their studies. Systems to help managers identify students who are at risk of not making enough progress do not provide an accurate view.
- The proportion of students who achieve GCSE English grades A* to C is low for both study programmes and adult learning programmes, although the number of adult students is small. Students make little progress in improving their grades.
- The quality of vocational students' written and practical work is not good enough, for both adults and younger students. Too many students have to repeat assignments because their original submissions do not meet the required standard. The quality of work apprentices produce in off-the-job sessions at college is not good enough. However, they produce work of a good standard in their workplaces.
- Children who are looked after by the local authority do not achieve as well as their peers. Staff know who these young people are but do not intervene effectively when they encounter difficulties. As a result, in 2016/17, nine out of 15 such young people failed to complete their studies. Although a greater proportion of current students remain on their programmes, support plans are not sufficient for those experiencing difficulties, such as low attendance or behavioural challenges.
- The proportion of study programme students who gain GCSE grades A* to C in mathematics is in line with the low national rate. For students whose main vocational aim is in a construction subject, it is well above this rate. The extent to which they improve on their prior attainment is similar to other colleges. Too few of the small number of adult students who take GCSE mathematics achieve A* to C grades.

- The very large majority of students and apprentices with known destinations progress into employment or further learning. However, managers do not know the destinations of more than half of study programme leavers, the large majority of adult leavers and two thirds of apprentices. Of those apprentices whose destinations are known, 9% were not offered permanent employment at the end of their apprenticeship.
- The large majority of learners in all provision types achieve their main vocational aims. There is some variation between provision types and levels. The small number of adults on level 3 programmes have low achievements. For study programmes, those on level 1 programmes achieve less well and those on level 2 programmes achieve better than in other colleges.

Types of provision

16 to 19 study programmes

Requires improvement

- There are 1,672 students on study programmes in land-based, construction and sport subjects. A little over half of all students study at level 3, with level 1 and level 2 students each making up just under one quarter of the total.
- Staff do not have sufficiently high expectations of their students and, as a result, too many students do not make enough progress. Staff do not use information on students' prior attainment or progress to plan learning, and many learning activities are too easy. Not enough staff challenge latecomers effectively and too many allow students to wear hats and coats, and bring drinks into lessons.
- Too many teachers provide lessons that fail to motivate or interest students. The pace of many sessions is too slow, while, in other lessons, teachers move on too quickly without checking if students have understood topics. In a minority of lessons, teachers challenge students to support their peers, and this often works well. For example, in a countryside management lesson, a student who is a very keen ornithologist was asked to help others, and, in a horticultural practical, a student was pleased to be identified as the 'propagation guru' to demonstrate his skills to others.
- Teachers do not prepare students well enough for assessments. Many students submit work that does not meet requirements and subsequently have to carry out further work. Others do not submit work on time. Staff do not use this information effectively to judge students' progress or to make adaptations to their teaching.
- In practical sessions for horticulture, arboriculture and floristry, teachers reinforce health and safety well, but the same high standards do not apply in all practical sessions in equine studies or sport. In these lessons, teachers pay insufficient attention to health and safety practice, or do not help students to develop their understanding of safe working practices. For example, gates are left open on equine yards, and a teacher demonstrated unsafe practice when tacking up a horse.
- Most teachers use starter activities in lessons to try to enthuse and interest students but, in a minority of lessons, these starters take up too much time or are not linked to the main topic of the lesson. In a few cases, they cause confusion and lead to deterioration in behaviour as students fail to see the relevance of the activity.
- Teachers are unable to gauge the understanding of all members of the group because

they do not use questioning well enough. Most teachers use questioning to check students' understanding but, in the majority of lessons, their questions are too easy and answering is dominated by a small number of confident students.

- Teachers monitor students' progress carefully. However, too many students do not make the progress required of them and, although teachers know this, they do not discuss it with students or set targets to help them to make the progress of which they are capable.
- Students with specific disabilities, such as impaired hearing, receive good support from learning support assistants. However, teachers do not plan well for the deployment of learning support assistants where students' needs are less well defined. As a result, these members of staff are often uncertain about whom they should be supporting or how they should help.
- Teachers embed English well in most lessons. For example, arboriculture students write letters to clients giving specific advice on how to prune trees. In many lessons, teachers reinforce mathematics effectively. For example, floristry students undertake costing exercises to ensure the profitability of their arrangements, and horticulture students compare costings and calculate the quantity of compost required when potting young plants.

Adult learning programmes

Requires improvement

- The college currently has 862 adult students. Around a third of adult students participate in vocational programmes alongside those on 16 to 19 study programmes. The remaining students undertake online distance learning courses, delivered in partnership with a national provider of these programmes.
- Adult programmes do not address regional and national skills priorities sufficiently, or the needs of local people and employers. Managers do not have a clear rationale for the distance learning programme, which provides courses to students in all areas of the country.
- The online learning materials used by students on distance learning programmes are of a high standard. Tutors provide students with helpful support. As a result, the proportion of students who successfully complete these programmes is high.
- Students following distance learning programmes produce written work that is at least of the expected standard for their qualifications. Tutors mark students' work thoroughly and provide feedback that supports them to improve their work and make good progress. Students are proud of their work, grow in confidence and speak highly of the support they receive.
- Not enough students who participate in vocational lessons alongside 16 to 19 study programme students benefit from good teaching. Lessons are characterised by a lack of challenge. Teachers' use of questioning to check and extend students' understanding is limited in its effectiveness. Questions are often too easy, answered by the teachers themselves or answered by a small number of vocal students.
- In plumbing lessons, students make slow progress because of a lack of appropriate fittings. This shortage means that students have to wait their turn before they can undertake a task. They do not complete tasks to an acceptable standard and teachers do not challenge this. For example, the work of students soldering a pipe was such that it

resulted in a leaky joint, but the teacher did not offer advice to help them.

- Students in furniture making and stonemasonry develop good practical skills. Teachers assess their work in detail and provide very good feedback that helps them to make sustained progress. Students regularly enter local and national skills competitions and this helps them to hone their skills further.
- Stonemasonry and furniture-making students benefit from a range of workplace visits and work experience. Many of these students secure employment with specialist production and restoration firms. For example, one student recently secured work on a restoration project at Exeter Cathedral.

Apprenticeships

Inadequate

- There are 657 apprentices at the college. Most of these follow programmes in construction or plumbing, with 455 working at intermediate level. All are currently following apprenticeship frameworks.
- The management of health and safety practices in practical workshops is ineffective. Apprentices in an off-the-job practical brickwork lesson did not work in a safe manner. Under the guidance of their teacher, they cut bricks without the use of eye protection. At one centre, apprentices' boots are stored on a mezzanine floor, with access via a ladder. Staff have not secured the ladder as effectively as they should have, and it is not long enough to provide access in line with regulations. The use of health and safety signage is not sufficiently clear. For example, signs incorrectly instruct apprentices to wear hard hats, but they are not necessary and apprentices do not wear them. Eye dressings in the brick workshop first-aid kit expired in 2012.
- Development of practical skills in off-the-job training is slow and resources in brickwork are poor. The quality of bricks in the practical workshops hinders the development of basic brickwork skills. Too many apprentices spend their off-the-job training sessions knocking down old walls and, for these apprentices, no learning takes place.
- Too many apprentices in timber trades do not develop their underpinning knowledge in off-the-job training. Theory teaching does not enable them to develop their understanding or consolidate their learning, for example in recognising the key features of manufactured materials. In brickwork and plumbing, apprentices develop the expected knowledge and understanding.
- A minority of sessions and almost all on-site reviews summarise apprentices' progress effectively. However, assessors do not set clear targets that identify what apprentices must do to improve their skills. Staff challenge very few apprentices to improve their skills, including in English and mathematics, beyond the requirements of their framework.
- Assessment arrangements for brickwork apprentices are not sufficiently clear. In one session, neither apprentices nor their assessor were clear whether the piece they were completing was an assessment or practice piece. The standard of work for one apprentice completing an assessment was poor because his assessor had not given him the requisite resources to complete the task.
- A new management team has improved the timely achievement of apprentices in the last

two years. They effectively monitor the progress of current apprentices and the significant majority make at least the expected progress towards their qualifications.

- Managers plan provision that meets the needs of employers. For example, they offer plumbing apprentices the challenging gas installation route in line with employer needs. Staff assess apprentices' prior attainment and create detailed individual programmes for each apprentice.
- Apprentices develop good practical skills in on-the-job training that benefit their employers. Their knowledge and understanding of this work are detailed and at a high level. For example, timber trades apprentices who are currently hanging high-quality fire doors are able to describe the different types of hinges that are used and their purpose. They can readily recall industry standard specifications. Brickwork apprentices lay facing bricks to a high standard, at a speed that is close to industry expectations.
- The new apprenticeship managers have a detailed knowledge of the additional learning needs of apprentices. This enables them to arrange timely and effective help for those who need it, and the relatively high proportion of apprentices who have special needs make progress that is in line with their peers.
- Apprentices are articulate and confident. They develop attitudes and behaviours that serve them well in their jobs. Apprentices are highly responsible and trusted by their employers. For example, they work with minimal supervision on facing brickwork and first- and second-fix work in newly built houses, and analyse faults and undertake remedial actions on heating systems in newly inhabited properties.
- Apprentices have a good understanding of the risks presented to them by radicalisation. Managers have changed their approach and now present the learning through scheduled tasks within the online learning environment and tracking system.

Provision for learners with high needs

Inadequate

- The college currently has 93 students for whom it receives high needs funding. Students follow a range of work-related, personal development and vocational courses. Ten students are undertaking supported internships, 44 are on specialist programmes with an element of at least a third that is taught by vocational staff and 39 are integrated into mainstream vocational courses.
- Safeguarding of students with high needs in vocational provision is ineffective. Inspectors identified a number of incidents of poor health and safety practice. For example, staff did not follow the risk assessment and standard operating procedures to ensure that there were enough lifeguards for a swimming lesson. In one animal care lesson, a poorly conceived internet research task placed a high needs student at risk of looking at inappropriate content.
- Managers of supported learning programmes are not involved sufficiently in the deployment, quality assurance and training of vocational staff who teach students with high needs. As a result, the majority of vocational staff do not understand their specific learning and support requirements, and do not adjust their teaching sufficiently. For example, in a sport lesson, students could not score in hockey as the distance between the goal and the starting point was too great. Students with high needs become disheartened, confused and uninterested, and make very slow progress.

- In too many instances, vocational teachers' planning for learning is ineffective. Lessons are often chaotic and confusing. Vocational teachers frequently use inappropriately complex language and, as a result, students do not understand instructions. This causes confusion, and leaves lower-ability students bewildered.
- Students on vocational programmes make very slow progress on their qualifications. Vocational tutors do not monitor the progress of students with high needs well enough, and do not take timely actions to support them. The supported learning team does not have an accurate view of the progress students with high needs make in vocational subjects, or what actions should be taken to help them.
- On specialist programmes, students develop their English and mathematics very effectively through meaningful activities that teachers link to their interests, such as choosing what to spend money on. However, few students with high needs make any progress in these skills within vocational lessons.
- Specialist lessons taught by specialist supported learning staff are of a high standard. In these lessons, students often make better progress than might be expected. Staff help students to prepare well for adulthood and, as a result, students grow in confidence and become more independent. They are supportive of each other, want to be involved in activities and behave well.
- Specialist supported learning staff adapt lessons well to meet the specific needs of each student. Because of this, lessons are suitably challenging for all students. For example, staff support and encourage students with memory difficulties to take their time to complete tasks.
- Specialist supported learning staff review work frequently and provide appropriate corrections and developmental feedback. Students make good use of this feedback and make substantial improvements over time to the quality of their work, including in English and mathematics.
- Specialist supported learning staff integrate learning support assistants very effectively into lessons. As a result, these members of staff know what to do and why. They tailor support to students' individual requirements.
- Transition arrangements for students moving from school to college are effective. Staff work well with schools and other providers to ensure that they understand the aspirations of students, and their complex needs, prior to them joining the college. Students participate in a broad range of pre-course activities, including taster sessions and Easter and summer schools, to ensure that they are on the right programme with the right support.
- Students attend well. In the vast majority of lessons, students behave well both in and outside of the classroom. They listen respectfully to their teachers and peers, and enjoy working independently and in groups. Most students are confident and very proud of both the college and their own achievements.
- Students know how to stay safe in general situations. They also know appropriately about the dangers of extremism and radicalisation, and how to act in the event of an incident. They can explain the risks of social media and why privacy settings are important.

- Students participate in good-quality work experience that is tailored to meet their career aspirations. Those students on supported internships benefit from highly effective work placements.

Provider details

Unique reference number	130772
Type of provider	Specialist further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	2,505
Principal/CEO	Stephen Davies
Telephone number	01604 491 131
Website	www.moulton.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)	348	117	402	702	922	41	0	2
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	284	171	35	107	13	47		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	93							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

Information about this inspection

The inspection team was assisted by the director of further education curriculum and student experience, 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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Denise Olander	Her Majesty's Inspector
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Bryan Davies	Ofsted Inspector
Chris Bealey	Ofsted Inspector
Rieks Drijver	Her Majesty's Inspector

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