

Newcastle upon Tyne City Council

Local authority

Inspection dates

13–16 March 2018

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	Good
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

- Leaders and managers are not addressing several areas for improvement quickly enough because they do not have accurate information about the progress and achievement of learners.
- The proportion of adult learners who achieve their qualifications has declined and is now too low.
- Too many adult learners and learners on 16 to 19 study programmes do not make the progress of which they are capable.
- Leaders, managers and tutors do not place sufficient priority on the development of learners' mathematical skills. As a result, too many learners on adult learning programmes and 16 to 19 study programmes do not develop these skills well enough.
- Learners and apprentices have only a superficial understanding of the risks of radicalisation and extremism.

The provider has the following strengths

- Leaders and managers provide a welcoming environment and inclusive culture where learners and apprentices from all backgrounds feel valued and enjoy learning.
- Learners on supported internships make very good progress. They are well supported to achieve their potential and, as a result, almost all progress to apprenticeships or employment.
- Apprentices develop good practical skills and standards of work that meet the needs of the industries in which they work. As a result, the large majority of apprentices remain in secure employment, often in promoted positions.
- Learners and apprentices develop good personal and social skills as a result of their learning programmes.

Full report

Information about the provider

- The population of Newcastle upon Tyne is just under 300,000. Unemployment in the region is higher than the national average. The proportion of people with qualifications at levels 2, 3 and 4 exceeds the national average. The largest local employment sector is health and social care.
- Newcastle upon Tyne City Council (NCC) provides 16 to 19 study programmes, programmes for learners who have high needs, adult learning programmes and apprenticeships. Adult learning programmes make up the large majority of the provision. NCC provides courses at three main sites in Newcastle upon Tyne and at a large number of community centres, schools and other venues throughout the city. NCC also provides a very small number of traineeships; it was not possible to consider this provision during the inspection.

What does the provider need to do to improve further?

- Increase the rapidity with which leaders and managers address key areas for improvement, by improving their use of accurate management information so that they can identify such issues quickly.
- Increase the proportion of adult learners who achieve their qualifications by ensuring that tutors:
 - provide helpful feedback which clearly identifies what learners need to do to improve their work, develop their skills and achieve their targets
 - ascertain whether learners have understood one topic before moving on to the next.
- Improve the progress that adult learners and learners on 16 to 19 study programmes make by:
 - rapidly improving their attendance from its current low levels
 - ensuring that teachers routinely plan and provide activities that take into account their learners' prior learning and skills.
- Increase the priority that leaders, managers and tutors place upon the development of learners' mathematical skills so that learners on adult learning programmes and 16 to 19 study programmes achieve their potential.
- Develop learners' and apprentices' understanding of the risks of radicalisation and extremism, including any such risks in the local area, to a good level.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have presided over a decline in the quality of provision since the previous inspection. Until very recently, they have been distracted by serious problems at a key subcontractor and have not had capacity to focus sufficiently on the day-to-day challenges of running the service. As a result, achievement rates have declined on programmes for adult learners, which form the large majority of provision. Leaders and managers are now putting in place sensible plans to address this decline. They no longer subcontract any provision. As a result, there are some early signs of improvement, especially in the progress of learners on access to higher education courses and in increased retention rates across the provision. However, it is too early to see the full impact of these plans.
- Leaders and managers do not identify and address all the areas for improvement within the service because they do not have accurate data about the performance of all curriculum areas. They overestimate the quality of some aspects of provision, such as mathematics for adult learners, because of their lack of familiarity with published data.
- Actions that leaders and managers take do not have sufficient impact on improving the quality of teaching, learning and assessment. They have recently increased the rigour of performance management and provided a more comprehensive staff development programme. However, it is too soon to see the impact of these developments in most areas.
- Leaders and managers do not do enough to ensure that learners develop their mathematical skills. They do not place a high enough priority upon these important skills and so there are insufficient opportunities for learners to improve them.
- Leaders and managers work very effectively with local partners, such as Jobcentre Plus and Connexions, to ensure that the range of provision meets local employment needs and the needs of those furthest from education and the labour market. They match community learning courses very well to the needs of local communities, including the most deprived.
- Leaders and managers have created an inclusive culture characterised by a strong emphasis on economic and social mobility and equality of opportunity. They foster a greater understanding of, and respect for, diverse lifestyles and backgrounds among staff and learners. This ensures that learners from all backgrounds feel welcome and valued.
- Leaders and managers provide effective training to ensure that all tutors and assessors are confident in their promotion of British values. As a result, tutors and assessors prepare learners and apprentices well for successful life in modern Britain.
- As a result of leaders' and managers' good use of partnerships, such as with Connexions, learners and apprentices receive thorough and impartial careers guidance. Managers are beginning to put in place measures to bring careers guidance into line with the Gatsby Benchmarks. They know that they need to formalise and standardise procedures and procure further staff resources to meet these benchmarks.
- Leaders and managers work well with local employers and other services within the local authority, such as the estates and maintenance department, to provide relevant, high-

quality work experience for learners who require it, including all learners on 16 to 19 study programmes. As a result, learners develop useful skills which prepare them well for employment.

- Learners and apprentices benefit from well-resourced learning environments that enhance their learning. Leaders and managers have improved the quality of the accommodation for learners on 16 to 19 study programmes and supported internships. Classrooms and furniture are now comfortable and contain useful resources that reinforce learning.

The governance of the provider

- Those with responsibility for governance, including elected members, have a broad range of skills, experience and expertise that enable them to provide useful support to managers in developing a sustainable and responsive service that meets the needs of the local community well.
- Governors provide effective strategic direction for the service to ensure that provision is aligned well with the local authority's priorities, such as working to overcome inequalities and poverty within the region.
- Governors do not receive sufficiently detailed or accurate reports to enable them to identify some areas for improvement within the provision. This limits their ability to hold managers to account for all aspects of the quality of the provision and challenge them to make necessary improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers have put in place appropriate safeguarding policies and procedures, which are understood well by all staff. Staff know how to report any safeguarding concerns or incidents to the designated safeguarding lead.
- The designated safeguarding lead maintains thorough and up-to-date records of any safeguarding incidents within the provision. She deals with any such incidents well and makes prompt referrals to the appropriate authorities when necessary.
- Leaders and managers maintain good staff recruitment practices that help to safeguard learners and apprentices. They check potential employees' references thoroughly and undertake all necessary staff checks with the Disclosure and Barring Service.
- Leaders and managers undertake appropriate risk assessments to ensure that learners, including the most vulnerable, are safe when undertaking work experience or visits, including trips abroad.
- Leaders and managers ensure that staff undertake regular, appropriate safeguarding training, including in relation to the 'Prevent' duty. However, they do not check sufficiently well whether learners and apprentices understand the risks associated with radicalisation and extremism. As a result, leaders and managers do not know whether staff training has been effective and they overestimate learners' and apprentices' awareness of some risks.

Quality of teaching, learning and assessment

Requires improvement

- Too many tutors do not plan and deliver teaching, learning and assessment that build on what learners already know and challenge them to reach their full potential. For example, in mathematics, tutors frequently do not provide learning activities that match individual learners' abilities and skills, and many learners therefore lose interest. As a result, too many learners do not make the progress of which they are capable.
- Too many tutors on adult learning courses do not have an accurate understanding of the progress that their learners make. Too often, tutors do not check learners' understanding of one topic before moving on to the next. Tutors frequently ask open questions to the whole class and allow more vocal and confident learners to shout out answers, without checking that other learners have understood.
- Too often, tutors' feedback does not provide useful information about what learners on adult learning programmes and 16 to 19 study programmes need to do next to improve their work and achieve their targets. Consequently, too many learners are unsure what they need to do to achieve their qualifications.
- Too many learners do not improve their standards of written work as much as they could because tutors do not consistently use the service's helpful spelling, punctuation and grammar guidance to provide useful feedback.
- Tutors and assessors are well qualified and use their good subject knowledge and industry experience to link theoretical learning to practical and vocational settings. They help learners and apprentices to understand the vocational relevance of their learning and to develop the confidence and motivation that they need to succeed in learning and at work. Consequently, the majority of learners and apprentices remain in, or progress to, employment or further study on completion of their courses.
- Tutors and assessors plan and provide effective activities to develop learners' and apprentices' awareness and understanding of the lives and perspectives of people from diverse backgrounds. This improves learners' and apprentices' understanding of life in modern Britain. For example, tutors provide well-designed resources to challenge negative stereotypes about Travellers. Learners and apprentices from all backgrounds feel welcome in learning sessions and are well prepared for life in a multicultural liberal democracy.

Personal development, behaviour and welfare

Requires improvement

- Too many learners on adult learning programmes and 16 to 19 study programmes do not attend their classes often enough or with sufficient punctuality. Attendance is low on adult learning programmes and very low on 16 to 19 study programmes. This has a negative impact on the progress that learners make.
- Too many learners do not develop their mathematical skills well enough, as too few tutors plan and provide effective activities to develop learners' understanding of mathematics.
- Learners and apprentices feel safe and know to whom they should report any concerns. They know how to keep themselves and their clients safe in the workplace. However, the large majority of learners and apprentices, including those who are most vulnerable, have only a rudimentary awareness of risks related to radicalisation and extremism. Although

tutors and assessors provide information relating to these risks during induction, and there are many wall displays addressing these dangers, this information has had a limited impact. Very few learners and apprentices know anything about potential risks in the local area.

- The large majority of learners and apprentices improve their personal and social skills as a result of their learning programmes. Many learners have had to overcome significant challenges to attend classes; they develop increased confidence and self-esteem as a result of learning in a caring and supportive educational environment.
- Learners and apprentices from all backgrounds benefit from the welcoming and inclusive culture at NCC. They take part in many activities designed to extend their understanding of issues connected with equality, diversity and inclusion. This results in a cohesive and supportive community of learners and professionals who see learning as an opportunity to increase economic and social mobility and transform life chances.
- Learners and apprentices develop good standards of professional behaviour. They treat one another and visitors to the provision with respect, and understand the importance of British values very well. They work effectively in teams and support one another in learning sessions.
- Learners and apprentices are motivated and have high aspirations for their futures. They know that their programmes increase their future options and they look forward to further learning and successful careers.
- Learners and apprentices benefit from effective initial and ongoing careers advice and guidance that ensures that they are placed on the most appropriate programmes for their individual needs and ambitions. They are well informed about how their courses relate to their future careers. As a result, retention has improved across the provision and the large majority of current learners and apprentices stay on their programmes.
- A high proportion of learners and apprentices across the provision take part in good-quality, well-planned enrichment activities that enhance their personal, social and employability skills. For example, many adult learners on language courses go on affordable, well-planned trips abroad, which motivate them to continue with their studies and take higher-level qualifications. Learners on 16 to 19 study programmes achieve a wide range of additional qualifications in, for example, first aid and manual handling that improve their employment prospects.

Outcomes for learners

Requires improvement

- The proportion of learners on adult learning programmes who achieve their qualifications or other learning goals is too low. Adult learning programmes account for the very large majority of provision.
- The progress of too many adult learners and learners on 16 to 19 study programmes is not rapid enough.
- There are too many gaps between the achievement rates of different groups of learners. For example, male learners on 16 to 19 study programmes do better than female learners. Learners on 16 to 19 study programmes who have learning difficulties and/or disabilities do not do as well as those without.

- Programme managers have improved the proportion of apprentices who complete their programmes within planned timescales. The large majority of current apprentices make good progress in line with planned timescales. Managers, tutors and assessors track apprentices' progress closely and intervene effectively to provide additional support for apprentices who need it. Consequently, very few apprentices fall behind.
- A very high proportion of apprentices pass their mathematics and English qualifications at their first attempt. On apprenticeship provision, tutors deliver effective one-to-one functional skills sessions which have a positive impact on the proportion of apprentices who complete their mathematics and English qualifications promptly.
- Managers and tutors on access to higher education programmes have acted swiftly to improve the progress and achievement of their learners. They have improved the quality of teaching and resources and increased the rigour with which they carry out internal quality assurance. As a result, the large majority of current learners make good progress and produce work of a high standard. They develop advanced independent study skills which exceed the standards expected on their programmes.
- Apprentices, learners on 16 to 19 study programmes based in the local authority's estates division and learners on supported internships develop skills and knowledge that prepare them well for work. Learners on study programmes in the council's estates division learn how to do basic joinery, plastering and plumbing in preparation for apprenticeships in the division.
- The large majority of apprentices, and of learners on 16 to 19 study programmes, access to higher education programmes and programmes for learners who have high needs gain or maintain employment or progress to further study at a higher level on completion of their programmes. For example, almost all learners on access to higher education programmes gain university places, many in nursing and allied healthcare courses.

Types of provision

16 to 19 study programmes

Requires improvement

- The 16 to 19 study programme curriculum is well designed to meet the needs of different groups of young learners in the region. Tailored programmes, focusing on skills for employment, English for speakers of other languages (ESOL) and vocational qualifications, are provided for vulnerable and disadvantaged young people, including children looked after. At the time of the inspection, there were 151 learners on these programmes, 101 of whom were studying at level 1. There were 49 learners on level 2 programmes and one learner was studying a supporting teaching and learning qualification at level 3. Around a third of learners are on programmes located in the council's estates division that prepare them for a future apprenticeship in the division.
- Too many tutors do not make full use of available information about learners' starting points when setting targets. Targets and activities are often inappropriately generic and, in these cases, tutors' expectations of learners are too low. This limits the progress of too many learners. Tutors and mentors provide more personalised targets and activities for learners based in the estates division and as a result, these learners make good progress towards their individual goals.
- Tutors do not provide sufficient direction to learning support assistants in the majority of

sessions. As a result, many learners who require additional learning support make slower progress than their peers.

- Too many tutors do not routinely identify errors in learners' work, including errors in spelling, grammar and punctuation. Learners therefore repeat the same mistakes in subsequent work.
- Tutors and assessors are experienced and knowledgeable about the subjects that they teach. They make regular links between their subjects and vocational contexts. As a result, learners can apply what they learn in class to their roles on work experience.
- Learners on the study programmes based in the estates division learn useful practical skills that aid their progression to apprenticeships. For example, workplace mentors show learners how to undertake a variety of property maintenance tasks. This enables learners to progress to secure apprenticeships within the estates division.
- Learners benefit from meaningful work experience that is well matched to their individual needs and goals, helps them to refine their ambitions and expand their options, and prepares them well for their future careers. For example, children looked after develop the confidence to apply for apprenticeships as a result of innovative pre-employment study programmes designed to meet their individual needs.
- Learners benefit from effective initial and ongoing advice and guidance relating to their choice of courses and careers. Many are referred to the study programmes by Connexions. Learners take advantage of the close proximity of the Connexions service to develop their awareness of career options and skills for employment further. As a result, the majority of learners stay on their programmes and progress to further study, apprenticeships or employment.

Adult learning programmes

Requires improvement

- Adult learning programmes form the large majority of the provision. At the time of the inspection, there were 3,995 learners on programmes from levels 1 to 4 and on community and family learning and employability programmes, including more than 500 learners on ESOL courses. The large majority of learners are on programmes at level 1 or below.
- Leaders and managers do not analyse sufficiently why too many adults do not achieve their qualifications or do not attend the programmes on which they have enrolled. This limits their ability to address these issues effectively. Too many learners make slow progress and do not achieve their qualifications because they are frequently absent from their classes.
- Tutors do not use information about learners' individual starting points well enough to plan and provide teaching, learning and assessment that meets their needs and enables them to make the progress of which they are capable. As a result, some learners find the work too easy, while others struggle to keep up. For example, in functional skills mathematics and English lessons, too many learners lose their focus and motivation after taking part in activities that they do not understand.
- Too many tutors do not use effective assessments in lessons to check that all learners have understood key concepts before they move on to the next topic. Tutors frequently allow the most confident learners in the class to dominate question and answer sessions

and do not check the understanding of less vocal learners. Consequently, too many learners do not develop their knowledge and understanding well enough to achieve their qualifications.

- Too often, tutors set targets for learners that emphasise the completion of units or tasks, with limited focus on the skills and knowledge that learners need to acquire. In these cases, learners do not know how to reach their targets or make the progress of which they are capable.
- Tutors' feedback does not routinely provide useful information to help learners to make sustained improvements to their work and achieve their qualifications. As a result, too many learners do not know how to make necessary improvements and do not achieve their qualifications. Tutors on access to higher education programmes provide more constructive feedback, and their learners make good progress and achieve their qualifications well.
- Leaders and managers have ensured that the curriculum for adult learners addresses local needs well. Learners benefit from good learning facilities and resources in easily accessible centres throughout the city. Leaders and managers work well with a range of local partners to plan and provide courses that enable learners to overcome barriers to employment, improve their health, decrease social isolation and contribute better to family and community life.
- Leaders, managers and staff provide strong pastoral support and a welcoming learning environment where learners enjoy learning, improve their confidence and increase their independence. Staff work very well with a range of external agencies, such as the Citizens Advice Bureau, and other services within the local authority, to ensure that learners receive the support to which they are entitled.
- Tutors and learning support assistants support learners with learning difficulties and/or disabilities well so that they make progress at the same rate as their peers.
- Learners benefit from good information, advice and guidance that ensure that they enrol on the most suitable programmes for their needs and help them to identify and move towards their next steps. For example, learners on counselling courses progress well through qualifications at different levels and receive advice that helps many to set up their own counselling practices or gain employment within existing services, such as the local authority's exclusion unit.
- Tutors on access to higher education courses provide very helpful online learning resources and activities; these encourage learners to develop robust independent learning and research skills. Tutors on these courses monitor the progress of their learners well and help them to catch up quickly if they fall behind. They prepare their learners well for undergraduate-level study. As a result, most learners on access to higher education programmes make good progress, achieve their qualifications and progress to the university course of their choice.
- Tutors ensure that learners are aware of the importance of diversity and inclusivity in modern Britain. Learners on ESOL courses, many of whom are recent migrants or refugees, have a particularly good understanding of British values. Learners treat each other with respect and courtesy.

Apprenticeships

Good

- NCC currently has 103 apprentices in eight subject areas, the largest of which is business, law and administration. Most apprentices are on intermediate- and advanced-level programmes, with a very small number on higher-level apprenticeships. No standards-based apprenticeships were being provided at the time of the inspection.
- Leaders and managers ensure that provision meets the principles and requirements of an apprenticeship. They work in successful partnership with employers to ensure that programmes match local employment needs well.
- Tutors and assessors have high levels of industrial experience and use their expertise well to relate key topics to the workplace. This helps apprentices to develop appropriate professional values, attitudes and behaviours. For example, tutors and assessors use their own experience to help apprentices to understand the impact of poor attendance in the workplace. As a result, apprentices develop a good sense of responsibility at work and attend their workplaces well.
- Apprentices benefit from effective on- and off-the-job training that enables them to develop an understanding of professional standards and current industry practice. Tutors and assessors provide them with a variety of interesting and relevant activities that motivate them and give them a broad range of skills that they can use at work. As a result, most apprentices develop good vocational skills. For example, childcare apprentices learn about supporting children with special educational needs and/or disabilities and are then able to use this knowledge well to design inclusive activities and resources in their workplaces.
- Managers have taken effective steps to increase the proportion of apprentices who complete their qualifications on time. For example, they now monitor apprentices' progress well through regular and successful progress reviews. Managers, tutors and assessors use this robust progress tracking to identify apprentices who need extra support, and to take prompt remedial action to help apprentices to get back on track. As a result, the majority of current apprentices make at least the expected progress within planned timescales.
- Apprentices develop good literacy skills. Tutors and assessors routinely highlight spelling and grammar mistakes on coursework and apprentices improve their written work to a high standard as a result. They develop good communication skills and use specialist terminology correctly in their vocational areas, which improves their performance in their job roles. Employers value their apprentices' improved skills.
- Tutors and assessors provide effective feedback to enable apprentices to develop a clear understanding of what they need to do to improve the quality of their work and reach their targets. Apprentices make good use of this feedback to ensure that their work meets industry standards.
- Apprentices benefit from helpful careers advice and guidance at the beginning of their apprenticeships and throughout their programmes. They understand well how their programme fits in with their future aspirations. As a result, the large majority of apprentices remain in employment, often in promoted positions. Many continue to study at a higher level.
- Tutors and assessors ensure that apprentices have a thorough understanding of

legislation relating to equality at work. Apprentices use this up-to-date knowledge to good effect in their workplaces. For example, apprentices on advanced-level programmes in management use their new knowledge to improve recruitment and complaints procedures at work.

- Too many tutors and assessors do not identify apprentices' individual needs well enough. They do not routinely use information about apprentices' prior vocational and workplace knowledge, skills and experience to plan and provide training to meet apprentices' needs. Consequently, a minority of apprentices, especially the most able, do not achieve their full potential.

Provision for learners with high needs

Good

- At the time of the inspection, NCC had 13 learners with high needs. Seven of these were on supported internships and the remaining six were studying alongside other learners on 16 to 19 study programmes.
- Leaders and managers use funding well to ensure that learners who have high needs are appropriately placed on supported internships and a range of study programmes that meet their individual needs.
- Leaders, managers and tutors have good links with a range of external partners and professionals, including local schools. These links help learners to make a smooth transition from their previous education providers and settle quickly on their programmes.
- Tutors identify learners' support needs quickly and provide effective support promptly. They hold regular reviews with learners, parents and carers, social workers and healthcare professionals to ensure that support continues to meet learners' needs throughout the programme. External support, such as speech therapy, is used when needed. As a result, most learners make good progress.
- Tutors use education, health and care plans well to inform their planning for each learner. Most tutors set personal targets that relate well to learners' individual needs and aspirations. Tutors monitor progress towards targets effectively and keep accurate records of learners' progress and achievements. This helps them to adjust teaching and learning to suit the developing needs of individual learners so that learners remain engaged in learning and make good progress.
- Learners benefit from an extensive range of work experience matched to their individual needs and career aspirations that helps them to develop good skills for life and work. For example, they have placements in well-resourced, off-site environments, such as farms, stores and cafes.
- Tutors direct learning support assistants well to ensure that they provide appropriate support to aid learners' progress. This helps most learners to reach their potential.
- Learners on supported internships benefit from well-tailored programmes that enable them to progress to employment or further study at a higher level. Their personal tutor supports them well at college and on regular visits to the workplace. Learners appreciate this continuity, which helps them to develop confidence and enhances their progress.
- Learners acquire valuable life skills that enhance their independence and enable them to stay safe and healthy. For example, learners in cookery lessons know that they need to

wash their hands and wear aprons before they start to measure and mix ingredients. They know how to use equipment safely and how to clean and store it after use.

- Tutors ensure that learners understand issues connected with equality and diversity well and can relate this understanding to their own rights and responsibilities. This helps learners to keep themselves safe from bullying, harassment and discrimination.
- Tutors develop learners' mathematical skills well through contextualised, practical activities. For example, learners improve their skills by weighing recipe ingredients and adjusting oven temperatures.
- Tutors provide well-planned activities and resources to support learners' development of English and digital skills. For example, tutors encourage learners to record answers on tablets and use spell checkers to improve their written work.
- Learners receive effective advice and guidance at the beginning of their programmes. This ensures that they enrol onto the most suitable courses for their individual needs and ambitions. They also receive useful, ongoing careers advice and guidance that help them to make informed decisions about their futures. As a result, the majority of learners progress to employment, further study or develop increased independence. All learners on supported internships progress to voluntary or paid employment or further training.
- Learners feel safe on college premises and in their workplaces, where all have a named mentor providing close supervision. They understand how to keep themselves safe online, and they know whom to approach if they have any concerns. At induction, tutors provide them with a useful booklet about the risks related to radicalisation and extremism. However, this information is not subsequently reinforced well enough and so learners do not recall it well.
- A minority of tutors on 16 to 19 study programmes do not challenge learners with high needs to reach their potential. In these cases, improvement targets are too generic and the feedback that tutors provide is less effective than that on supported internships. As a result, these learners do not make the progress of which they are capable.

Provider details

Unique reference number	53504
Type of provider	Local authority
Age range of learners	16+
Approximate number of all learners over the previous full contract year	4,568
Principal/CEO	Caroline Miller
Telephone number	0191 2773520
Website	www.newcastlecitylearning.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)	101	3,221	49	519	1	230	–	25
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	24	46	2	16	–	15		
Number of traineeships	16–19		19+		Total			
	4		2		6			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	13							
At the time of inspection, the provider contracts with the following main subcontractors:	N/A							

Information about this inspection

The inspection team was assisted by the service manager, 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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