

The Maltings College

16–19 academy

Inspection dates

14–16 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		
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Requires improvement	

Summary of key findings

This is a provider that requires improvement

- Leaders and managers have not recruited sufficient learners in recent years, which puts the future of the college at risk.
- Learners' achievement on level 1 and 2 programmes is too low.
- Too few learners improve their English and mathematics skills or gain qualifications in these subjects.
- Leaders and managers are not improving the quality of teaching, learning and assessment at a fast enough rate.
- In too many theory lessons, teachers do not ensure that learners make the progress of which they are capable.
- Teachers' feedback on assessed work is not consistently helpful and, as a result, too many learners do not improve their work quickly enough.

The provider has the following strengths

- The principal and her team have established successfully a supportive and inclusive culture that prepares learners well for the world of work.
- The very large majority of learners progress into employment, training or further study related to their courses.
- Most learners benefit from well-planned enrichment activities and work placements.

Full report

Information about the provider

- The Maltings College opened as a 16 to 19 academy in 2013. Initially, the college was part of a trust that also included a secondary school and a nursery but, subsequently, became a member of the Trinity Multi-Academy Trust. The college provides study programmes from level 1 to level 3 in a range of vocational areas.
- The college recruits a high proportion of learners from some of the most deprived areas of Calderdale. Many learners have low levels of literacy and numeracy on entry to the college. The unemployment rate in Calderdale is 3.7%, slightly below the national average of 4.5%, although the proportion of workless households is slightly more than that nationally.

What does the provider need to do to improve further?

- As a matter of urgency, implement a plan to address the risk that low learner recruitment poses for the college.
- Improve the quality of teaching, learning and assessment, particularly on level 1 and 2 study programmes, by:
 - identifying clearly where teachers' practice is not good enough, and using this information to improve performance rapidly
 - developing the skills of teachers in delivering theory lessons so that a higher proportion of learners achieve their qualifications and make at least the progress expected of them
 - training teachers to provide clear and precise feedback which enables learners to improve their skills and knowledge.
- Develop the English and mathematics skills of learners more rapidly, and improve their qualifications in these subjects, by:
 - ensuring that teachers use the results of assessments to design and deliver learning that meets the needs of all learners
 - entering all learners onto an appropriate level of qualification for their ability.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Despite leaders' and managers' concerted actions, they have been unable to meet learner recruitment targets in recent years. Leaders have identified the future sustainability of the college as a significant risk.
- Since the previous inspection, leaders have not improved sufficiently the quality of teaching or learners' outcomes in English and mathematics. Leaders' recent strategy to enter all learners, regardless of their starting points, for GCSE English and mathematics qualifications has resulted in far too many current learners making insufficient progress towards achieving a high grade.
- Leaders and managers do not use their performance management procedures to improve teachers' practice quickly enough. Where teachers need to improve, managers do not set or review sufficiently precise actions for them. As a result, the quality of teaching and learning is, too often, not high enough.
- Managers' evaluations of teachers' lessons and assessments over-emphasise strengths at the expense of identifying areas for improvement. As a result, teachers are not challenged sufficiently to improve their practice. Leaders and managers have ensured that staff benefit from extensive professional development to enhance their skills, but this has not resulted in rapid enough improvement in teachers' practice.
- Senior managers have a good understanding of the majority of the key strengths and weaknesses of the college. The principal leads an inclusive self-assessment process which takes account of the views of managers and staff from across the college. However, while managers monitor the resulting quality improvement plans regularly, their actions have not been effective in driving forward improvements quickly in too many areas.
- Since the previous inspection, leaders and managers have worked hard to rectify the areas for improvement identified by inspectors. Managers' actions have had a positive impact in a number of areas. For example, the proportion of learners staying on their programme and attending their lessons has improved, and a very large majority of learners now have work experience related to their programmes of study. However, in several areas, improvement has not been fast enough.
- The principal and her team have established a supportive and inclusive culture that successfully prepares learners, who may not thrive in a larger institution, for the world of work. Staff are positive role models and have high expectations of learners' behaviour and attendance.
- Leaders and managers have productive working relationships with staff in careers organisations and local universities. This enables them to provide learners with high-quality independent careers advice about their future work opportunities. Since the previous inspection, the college has developed very beneficial partnerships with local employers to provide high-quality work experience for the very large majority of learners.
- Since the previous inspection, leaders and managers have improved significantly the promotion of learners' understanding of equality and diversity and, as a result, this is now good. For example, learners in a light vehicle maintenance lesson participated in an effective discussion on how to adapt their service to meet the needs of customers who

are deaf or hard of hearing.

The governance of the provider

- Governors provide appropriate support for college leaders, and effective challenge on many aspects of the college's work. They have a wide range of skills, experience and links to business and the local community, which they use to monitor learners' progress and performance.
- Governors maintain an appropriate balance between their focus on learners' experience and on the financial and other challenges which the college faces. They are particularly concerned with the under-recruitment of learners and have recently produced a business plan for the trust which they hope will contribute to the successful future of the college. However, governors are less well-informed about the quality of teaching and learning, apprenticeship programmes, safeguarding, and the promotion of British values; consequently, their challenge in these areas is less effective.

Safeguarding

- The arrangements for safeguarding are effective.
- The college has comprehensive safeguarding policies and procedures that staff apply consistently. Managers have ensured that staff are trained appropriately in safeguarding and know what to do if they have concerns about a learner's safety and welfare. Appropriate recruitment checks and updates take place for all staff.
- Learners are well informed about safeguarding through the college's tutorial programme. They know who to go to for support and how to disclose any safeguarding concerns they may have. They value the support provided by the welfare officer and the designated safeguarding team. Learners feel safe, and are safe.
- Managers' recording of, and actions regarding, any safeguarding concerns are thorough and effective. They have appropriate relationships with local safeguarding specialists and other organisations, and this contributes to the creation of a safe and supportive college environment. Since the previous inspection, managers have introduced and carry out appropriate vetting procedures for visiting speakers.
- The very large majority of learners have a strong awareness of the risks of radicalisation and extremism, and know how to protect themselves from these risks. A high proportion of learners have an appropriately sophisticated knowledge of fundamental British values.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching on GCSE English and mathematics courses is not good enough. Teachers do not use assessments of learners' work effectively to provide appropriate support or to develop learners' skills further. Consequently, learners make insufficient progress in improving the skills that they need to achieve their qualifications.
- In theory lessons, too many teachers do not plan and deliver learning that adequately recognises learners' diverse needs. Teachers' questioning techniques are too often superficial and do not enable teachers to assess how much progress learners have made. As a result, current learners are making slow progress.

- Teachers do not consolidate effectively learners' understanding of important technical vocabulary used in the workplace. For example, although learners work diligently on their projects and assignments, their progress is hindered because of their lack of understanding of key subject-specific terms.
- Teachers' feedback to learners is not consistently helpful and, as a result, too often learners are unclear about the progress they are making and what they need to do to improve. In subject areas where learners make better progress, such as hairdressing and health and social care, teachers rigorously ensure that learners complete their work to high standards.
- In practical lessons, teachers successfully develop the skills that learners need for work. They use their subject expertise well to inspire and engage learners and promote good industrial practice.
- Learners benefit from a safe and modern college with facilities that match vocational settings closely. For example, learners on hair, beauty, and light motor vehicle courses learn in industry-standard facilities. This helps to promote a professional atmosphere where learners work together to improve the skills that they need to be successful in the workplace.
- Teachers provide individualised and effective support for learners with high needs. Learners have individual learning plans that highlight strategies that engage and include them in learning activities. This ensures that these learners make progress at least in line with their peers.
- Teachers successfully promote high standards of behaviour and an ethos of mutual respect in classes and the wider college. Learners are well-mannered, and practise the principles of the inclusive culture that teachers espouse. Learners demonstrate safe working practices and an awareness of health and safety.
- Teachers work well with parents and carers to ensure that learners who are struggling on their course remain on their programme.

Personal development, behaviour and welfare

Requires improvement

- Learners make insufficient progress in developing their English and mathematics skills, both on discrete English and mathematics courses and on vocational courses. For example, they do not develop well enough their understanding of vocationally specific technical language that they need for their future careers.
- Since the previous inspection, learners' attendance has improved, and is now good for the large majority of learners. However, for a persistent minority of learners attendance is too low and well below the college's target. This hinders the progress of these learners.
- Most learners benefit from well-planned and relevant work experience delivered in three blocks over the year. For example, learners have placements in local schools, nurseries, garages and hairdressers. These work placements are very effective in enhancing theoretical learning and preparing learners for the world of work. However, at this late stage in their programme, too many learners on the college's childcare course have not participated in any work experience directly related to their programme.

- Learners develop good personal, social and employability skills. They are polite, punctual and work well together. Learners take pride in their work and have a professional appearance and demeanour in their practical sessions. The large majority of current learners produce vocational work of a standard appropriate to their level of study.
- Learners take advantage of high-quality advice and guidance related to their choice of programme and careers. As a result, an increasing and high proportion of learners stay on their programmes of study and then progress to careers, training or education linked to their courses.
- Learners appreciate and benefit from a wide range of enrichment activities. Part of the enrichment programme takes learners off their courses for three days over the year to participate in activities such as first aid, basic cooking and interview skills. Learners' attendance at these sessions is very high.
- For the very large majority of learners, behaviour in and out of lessons is excellent. Learners treat each another, staff and visitors with respect and courtesy.

Outcomes for learners

Requires improvement

- The proportion of learners on level 1 and 2 study programmes who achieve their vocational qualifications was too low in 2016/17. The very large majority of learners on level 3 study programmes achieved their vocational qualifications.
- Learners' achievement of their English and mathematics qualifications is far too low. The large majority of learners did not improve their English and mathematics qualifications in 2016/17. In the current academic year, teachers predict that less than a fifth of learners will achieve their English or mathematics GCSE at a high enough level.
- Current learners are on target to achieve their vocational qualifications. They are developing good practical skills which will help them in their future careers. However, too many learners, especially on level 1 and 2 study programmes, are not developing their underpinning theoretical and technical knowledge at a fast enough rate.
- No significant gaps in achievement exist between different groups of current learners at the college. However, in 2016/17 the progress made by male learners on the college's subcontracted sports course was far too low. As a result, leaders took the decision to remove the arrangement with the subcontractor; the college currently has no subcontracted provision.
- In 2016/17, a very high proportion of learners progressed onto employment, training or further study related to their course.
- The small number of learners with high needs make good progress in becoming more independent and gain useful skills that will help them in their careers and later life. All of the learners with high needs at the college in 2016/17 progressed to positive destinations, including employment and further education.

Provider details

Unique reference number	139433
Type of provider	16–19 academy
Age range of learners	16–18
Approximate number of all learners over the previous full contract year	167
Principal/CEO	Nicki Clarke
Telephone number	01422 300024
Website	www.maltingscollege.co.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)	10	-	34	-	81	2	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	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 which the provider receives high-needs funding	7							
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 principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Richard Ronksley, lead inspector	Her Majesty's Inspector
Bryan Davies	Ofsted Inspector
Thomas Fay	Ofsted Inspector

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