

# Grantham College

## Inspection report

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Unique reference number: 130759

Name of lead inspector: William Baidoe-Ansah HMI

Last day of inspection: 29 January 2010

Type of provider: General Further Education College

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Grantham  
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## Information about the provider

1. Grantham College is a small to medium sized general further education (GFE) college in Lincolnshire. The main campus is in the market town of Grantham. The college has a business centre, which is the hub for work-based learning and other community activity. It also has a site in the neighbouring town of Sleaford. The College's mission is to "provide high quality education and training for the benefit of all".
2. The college attracts learners from Grantham and its immediate surrounds with a few learners attending from rural areas. The population of the town and surrounding area is approximately 41,000. The proportion of learners from a minority ethnic heritage matches the proportion from the local area of 1.3%. Those with Other/White European background are the most significant ethnic group in the locality and make up 7% of college enrolments. The Earlesfield and Harrowby wards are areas of multiple deprivation which account for 7% of learners. In 2009, the proportion of pupils achieving five or more GCSE grades A\* to C, including English and mathematics in Lincolnshire was 56% compared to a national average of 51%.
3. The college provides residential accommodation for 73 learners, which is occupied by international students planning to go on to higher education in the UK, learners on apprenticeship programmes, and learners from the sports academies.
4. The college is involved in a number of partnerships with local schools and is a member of the Grantham 14 to 19 partnership. The college provides provision in 14 out of the 15 Learning and Skills Council (LSC) sector subject areas and has substantial work-based learning and Train to Gain provision.
5. The college provides training on behalf of the following providers:
  - Lincolnshire County Council (Adult and Community learning)
  - Construction Industry Training Board (Construction)
6. The following organisation provides training on behalf of the college:
  - Terratrain (Construction plant scheme)
  - Commit to training (Health and social care)
  - JHC Skills for business (Business improvement techniques)

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to 16	301 learners
Further education (16 to 18)	1020 full-time learners 201 part-time learners
Foundation learning, including	159 full-time learners 139 part-time learners
Provision for adult learners: Further education (19+)	164 full-time learners 2730 part-time learners
Employer provision: Train to Gain Apprenticeships	1162 learners 297 apprentices
Informal adult learning	98 learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	3

Subject areas	Grade
Health, care and early years	2
Engineering & Manufacturing technologies - Learner responsiveness	3
Engineering & Manufacturing technologies - Employer responsiveness	2
Construction	2
Welfare provision	3

## Overall effectiveness

- The overall effectiveness is good. Outcomes for learners have improved substantially and these are good. Learners are making the progress expected of them. Outcomes for apprentices are good and are outstanding for Train to Gain learners. Provision in three of the subjects inspected is good. Welfare provision in Sedgwick Hall is satisfactory. The quality of provision is good overall with improving teaching and learning, strong partnerships, a wide range of courses and good support for learners. Leadership and management are good overall with college leaders setting clear and ambitious targets for all. The promotion of equality and diversity, arrangements for safeguarding and governance are satisfactory. Partnership working is strong and the college has productive

collaborations with employers, schools and the county council. It uses employers and learners' views well to improve provision.

## Main findings

- Outcomes for learners are good. The college's rate of increase in success rates in recent years is very substantially better than that nationally. Overall success rates are high and well above the sector average.
- Success rates for learners aged 16 to 18 on intermediate and advanced courses are particularly high. High grades are well above average for vocational programmes but are below average for academic programmes. Most learners generally make the progress expected of them. Outcomes for work-based learners are good and for Train to Gain learners are outstanding.
- Attendance is good, as is the progression of learners both within the college and to employment and higher education. The college is successfully closing the achievement gap between different groups of learners, but some disparities remain.
- Teaching and learning are good. Teachers prepare and plan learning activities well. Initial assessment is thorough and timely. Learners receiving additional learning support develop the skills to attain their main learning goal. In a minority of lessons teachers do not sustain the interest of learners sufficiently.
- The use of information learning technology (ILT) for construction learners is good. However, in a minority of subjects, teachers do not use ILT and the virtual learning environment (VLE) effectively to support and promote teaching and learning.
- The college has a good range of courses from pre-entry to advanced programmes, offering flexible provision and progression routes in most curriculum areas. New 14 to 19 qualifications, developed in partnership with schools across the area, extend the curriculum offer. The college works closely with a range of partners to benefit learners and promote community cohesion.
- Learners receive good care, guidance and support. The personal support learners receive is good as is the provision of information, advice and guidance to help them decide their next steps. The tutorial programme for learners aged 16 to 18 successfully develops positive attitudes and behaviours. However, the generic tutorial programme does not sufficiently meet the needs and interest of all learners.
- Leadership and management are good. The college is successfully promoting a culture of continuous improvement and is raising the aspirations of staff and students effectively. Challenging targets are set and achieved in most areas.
- Overall, quality assurance arrangements are good. However, in a few areas the use, analysis and monitoring of data is less robust. Curriculum management is good.
- The college uses a range of creative approaches to involve learners in improving the quality of provision and in informing operational and strategic matters. It

seeks employer views regularly and makes good use of their feedback to improve provision further.

- Governors are very committed to the college and their monitoring of learners' outcomes are good. However, the monitoring of their own performance and of key legislative duties is not sufficiently rigorous. Arrangements for safeguarding are satisfactory.
- The promotion of equality and diversity across college and through the curriculum is satisfactory. The college monitors the achievement of different groups well however, the analysis and monitoring of other equality data is underdeveloped.

### What does Grantham College need to do to improve further?

- Improve the progress learners make, particularly in academic programmes by providing greater challenge to learners to achieve high grades.
- Continue to develop the skills of teachers by ensuring that the observation of teaching and learning leads to targeted improvements. Further develop the use of ILT and the VLE to enhance learning across all curriculum areas.
- Continue the development of the tutorial programme by further involving learners in the planning, reviewing and evaluation of the programme to meet their needs
- Strengthen the rigour of quality assurance and monitoring arrangements for all areas of the college's work by ensuring that sufficient data, analysis and tracking are in place for all centrally held information.
- Extend the promotion of equality and diversity throughout the curriculum and improve the monitoring of equality and diversity at strategic level by: continuing to share the good practice that exists in lessons; ensuring staff and governor profiles are analysed, evaluated and monitored in detail; and ensuring that specific targets are set in the college's equality plan.
- Improve the role of governors further by ensuring they monitor their own performance effectively and give greater prominence to their legislative duties.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- the way that staff encourage students to have high expectations of their courses
- friendly and approachable staff who are keen to help
- the atmosphere in the college which welcomes learners of all ages
- good subject and industrial knowledge of staff
- very good individual support from all staff
- well structured and wide range of placement opportunities
- getting practical experience.

#### What learners would like to see improved:

- the number of computers available outside of lesson times and the speed of a minority of computers in the classrooms
- price of food in the canteens
- a few cramped workshops.

Summary of the views of employers as confirmed by inspectors

What employers like:

- good communications and easily accessible college staff and assessors
- range and flexibility of provision
- mostly good quality of the training received by their employees
- good links between the training and work carried out in employment.

What employers would like to see improved:

- nothing identified.

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

8. The college has a good capacity to improve. Leaders and managers promote high expectations and use challenging targets, which in most cases they effectively meet or exceed. Success rates have continued to rise each year at a faster rate than that seen nationally. Managers have made good progress in addressing the issues identified at the last inspection. The self-assessment process is well established, evaluative and involves staff and learners fully. The college's view of its performance is largely accurate. Quality assurance arrangements to improve courses' performance and teaching and learning are very effective. In a few key areas quality arrangements, evaluation and monitoring are less rigorous and improvement has been less marked. Engagement with employers and learners is strong.

### Outcomes for learners

Grade 2

9. Outcomes for learners are good. The college's overall success rates are high and substantially above the sector average. Over the last three years, the rate of increase of success rates has been very much better than that nationally. In that period the increase in retention rates has been much higher than that for pass rates.
10. Success rates for learners aged 16 to 18 on long intermediate and advanced courses are particularly high. Success rates are slightly above averages on foundation courses for learners aged 16 to 18 and adult courses at all levels.
11. Success rates for advanced vocational programmes are better than academic programmes. High grades are well above the average for Business and Technology Education Council (BTEC) programmes but below average for AS and A level courses. The college's value-added trends are improving, particularly in vocational programmes and the data suggests that most learners make the progress expected of them. Success rates for the college's work-based learning provision are high, with very high timely success rates. Train to Gain success rates are exceptionally high.
12. The performance of male and female learners is similar for learners aged 16 to 18 but better for females amongst adults. The performance of White/ Other learners, noticeably below the college average in 2007/08, improved substantially in 2008/09 but remains below average. In 2008/09, learners with learning difficulties and/or disabilities performed well on main programmes but did not perform as well as other learners in functional skills.
13. Attendance is good across the college's provision. Key skills success rates are substantially above average, despite a decline in 2008/09. Learners' progression within the college is good and a high percentage of learners progress to higher education and employment. Programmes support well the development of



learners' economic and social wellbeing. Health and wellbeing are promoted well and learners make a positive contribution to the community through a variety of opportunities provided by most subject areas. Learners feel safe.

## The quality of provision

## Grade 2

14. Teaching, learning and assessment are good. Initial assessment is thorough and timely. Learners receive effective additional learning support and benefit from study skills support. They develop their literacy, numeracy and language skills well to help them attain their main learning goal.
15. Teachers prepare and plan learning activities well to encourage learners to apply their knowledge and skills effectively. They use a wide range of teaching methods to ensure that most learners make good progress in lessons. However, a minority of learning sessions do not sustain the interest of learners sufficiently and teachers do not always use extension activities to stretch and challenge more able learners.
16. In construction lessons, the use of ILT is particularly effective. However, in a minority of subjects, the use of ILT does not sufficiently improve teaching and learning. Course content on the VLE is variable with a minority of courses having a range of useful information and interactive activities but other courses having little content.
17. The college has an extensive range of strategies and activities to assess, support and develop the quality of teaching and learning. Staff are supported by the guidance of quality learning leaders, peer groups and moderation activities. They have access to a good range of specialist courses to support their individual training needs. The college's observation process is rigorous.
18. Assessment of learners' progress in lessons is frequent, timely and satisfactory. Tutors feedback on assessed work is very detailed and focuses well on the quality of the learner's work including clear guidance on how to improve. Short-term target setting in individual learning plans is good. For Train to Gain learners and apprentices, assessment practice is flexible, well managed and thorough.
19. The promotion of equality and diversity in teaching and learning is satisfactory and emphasised well in schemes of work, lesson plans and assignment briefs. However, work-based learners in engineering do not have equality and diversity sufficiently promoted or reinforced during progress reviews.
20. The college's response to meeting the needs and interests of learners is good. A range of high quality pre-entry and entry level programmes and foundation progression routes are available for learners. A good range of intermediate programmes is available in most curriculum areas, which lead on to appropriate advanced provision. New 14 to 19 qualifications, developed in partnership with schools across the area, extend the curriculum offer. Young Apprenticeship Programmes benefit learners aged 14 to 16 as part of the school link offer.

21. Strong links with employers support good work-based learning provision in a number of curriculum areas. In 2008/09, the college worked successfully with 420 employers. Delivery times, methods and locations are particularly flexible to meet employers and learners needs. For example, people working in the care industry are able to study flexibly through the college's very successful distance learning programme.
22. Enrichment within the curriculum is good and for the cross college programme, it is satisfactory. Although the numbers participating in the enrichment programme has increased, too few learners regularly access the provision.
23. Partnerships arrangements are good. The college works closely with a range of partners, which benefits learners and promotes community cohesion. Productive links with schools and employers and other partners give rise to close collaborative working. The college works in partnership with Lincolnshire County Council to engage hard to reach learners through the personal and community development learning (PCDL) programme. Close links with Job Centre Plus enables the college to provide tailored courses for local people who are recently unemployed.
24. Learners receive good care, guidance and support. From initial enquiry through to enrolment, learners receive highly responsive and effective support, which ensures that they are on the right course at the right level. The personal tutor team work well with curriculum staff to monitor attendance, encourage commitment and remove barriers to learning. The college supports work-based learners very well. Attendance and retention rates have increased substantially in the past few years.
25. The availability and quality of personal support is very good. Learners have access to a range of good college services. The provision of information, advice and guidance to help learners decide on their next steps is good. The monitoring of learners destinations has improved since the last inspection, but too high a proportion remain unknown.
26. The tutorial programme for learners aged 16 to 18 is successful in developing positive attitudes and behaviours within the college and the wider community. Learners are aware of dangers and know what to do in the event of abuse, bullying or harassment. However, the generic tutorial programme does not sufficiently meet the needs and interest of all learners.

## Leadership and management

## Grade 2

27. Leadership and management are good. The principal and senior leaders provide clear strategic direction and vision for the college. They have established a strong culture of continuous improvement and very high expectations and have successfully raised aspirations amongst staff and students. Staff morale is very

high. The rate of improvement in learner outcomes since the last inspection has been impressive. A recent restructure of the senior leadership team has further strengthened the momentum of this improvement and enhanced the quality of students' learning experience.

28. Quality assurance arrangements are good. Arrangements for the tracking of student performance and for monitoring the quality of teaching and learning are very good. Overall success rates are very high and the proportion of good or better lessons has increased notably. Curriculum management is good. Managers use data well to inform decision-making and monitor course performance. However, in a few key areas of the college's work the use, analysis and monitoring of data, is not as rigorous.
29. The college actively seeks the views of employers and learners and uses this feedback effectively to improve its provision further. The involvement of learners both operationally and strategically in the college is strong and includes their contribution to departmental self-assessment. The college has introduced some creative approaches to strengthening the learner voice such as its well attended students academic representatives (StAR) forum, chaired by learners and attended by senior managers. Opportunities for learners to share their views with senior managers directly are particularly encouraged through initiatives such as 'ask the principal' which is proving popular with learners.
30. Governance is satisfactory. Governors are very supportive of the college's work. Their monitoring of learner' outcomes have improved and it is generally good. The monitoring of their key legislative duties is not sufficiently rigorous. Financial management is generally good. The college demonstrate a good commitment to managing its resources in a sustainable way. Accommodation is good although some working spaces are too small. The college provides good value for money.
31. The management of health and safety across the college is good. The promotion of safe working practice is emphasised well through lessons. Arrangements for safeguarding meet government requirements, although the checking and recording of staff references on appointment are not sufficiently systematic.
32. The promotion of equality and diversity is satisfactory. Carefully targeted actions by managers to improve outcomes are successfully beginning to close the achievement gap between male and female learners and between different minority ethnic groups. The analysis and monitoring of learners' data are good. However, the wider equality data for college staff is insufficient and does not enable the college to identify or report any patterns, or plan effectively to ensure the avoidance of all potential discrimination. The monitoring of equality at subject level is good and each department is set clear and specific quality impact measures. Through these, the college is gradually improving the gender balance for traditionally male or female-orientated subjects. The promotion of equality and diversity through the curriculum is satisfactory. Managers have worked hard to increase the promotion of equality and diversity through teaching and learning. In a minority of areas the active promotion of equality is very effective, such as health and social care, although this not yet consistent across all

subjects. Learners are aware of their rights and responsibilities and appreciate the absence of bullying in the college.

## Subject areas

Health, care and early years

Grade 2

### Context

33. Some 100 learners follow full-time vocational courses in health and social care and childcare. Two thirds are studying at advanced level and one third at intermediate level. Learners are spread evenly between health and social care and childcare. A further 17 young apprentices in health and social care attend college one a day a week from local schools. Forty-five part-time adult counselling students study from introductory to advanced level in the evenings.

### Key findings

- Learners achieve well. Success rates are high and above average on the vast majority of courses. Success rates were particularly high on the first diploma in health and social care in 2008/09. Pass rates are high on all courses. Most learners achieve high grades.
- Learners make good progress. They enjoy their courses and participate enthusiastically in lessons. Learners develop good vocational skills and behave professionally. Attendance and punctuality are good.
- Learners feel safe, both within the college and on placement. Childcare learners combine learning about practical activities for young children, with practical sport, to develop their own health and fitness.
- Teaching, learning and assessment are good. Teachers plan lessons well and check learning regularly. Very good support is provided in lessons by learning support assistants and out of class by study support tutors.
- Learners make good use of the VLE, which they can access from college, home or the workplace. It has a wide range of material, which helps them develop and extend their knowledge. However, the use of ILT as a learning tool in lessons is underdeveloped.
- The range of courses is good. Staff ensure that learners are taking the right course at the right level to succeed. Progression from intermediate to advanced programmes and advanced programmes to university is good.
- The subject area has close links with employers. An enthusiastic steering group of childcare employers and college staff ensure that links are effective between the work learners do at placement and at college.
- Learners benefit from approachable staff committed to their success. Guidance and support at the start of their course is particularly effective in helping learners settle and develop the confidence to succeed. Monitoring of individual progress is

good. However, the group tutorial programme is not sufficiently relevant to learners' needs and interests.

- Leadership and management are good. Managers provide particularly good leadership and manage provision well. Staff benefit from considerable investment in a wide range of staff development activity to improve teaching and learning.
- Equality and diversity are promoted well in lessons. Teaching materials incorporate positive images and promote understanding of a diverse society. Learners demonstrate a good understanding of equality and diversity. The prospectus reinforces stereotypes of women as the norm in childcare and health and social care.
- The self-assessment report is concise, well written and evaluative. It accurately reflects the strengths and weaknesses of the provision. Course reviews and action plans are thorough and effectively monitored throughout the year.

What does Grantham College need to do to improve further?

- Involve learners more thoroughly in lessons by increasing the use of the interactive features of the electronic white boards
- Improve the tutorial programme through reviewing and developing the content to provide more relevant and interesting topics for learners.
- Promote positive images of men working in health, care and early years by ensuring they feature in the prospectus.

Engineering & Manufacturing technologies –  
Learner responsiveness

Grade 3

Context

34. Some 102 learners follow full-time vocational courses in manufacturing, automotive, electrical/electronic and maintenance engineering on foundation, intermediate and advanced programmes. A further 63 learners are studying similar subjects on a part time basis. Most learners are aged 16 to 18 with a further 78 learners aged 14 to 16 studying on school links programmes.

Key findings

- Success rates on intermediate and advanced programmes and for a minority of Young Apprentices are high. Learners' outcomes are satisfactory overall but with significant variations between levels. Success rates on foundation programmes are low and substantially below average having fallen by 20 percentage points or more since 2007/08.

- The quality of learners' work is satisfactory. They develop good vocational, employability and personal skills in college workshops and tutorial sessions. Most learners make good use of the VLE to download assessed work at home or in the workplace. Feedback to learners is largely satisfactory; those using the VLE receive more detailed feedback from tutors.
- Learners progress well between levels of study. In 2008/09, 52% of learners progressed to the next level at the college and a further 19% found relevant employment because of their studies and qualifications achieved.
- Teaching, learning and assessment are satisfactory. In practical lessons and better theory lessons learners are thoroughly engaged in the learning and teachers value their input and experiences. Effective use of ILT and the VLE supports learning. The proportion of good or better teaching in theory lessons is insufficient. In less effective theory lessons, teachers dictate from slides or handouts with learners spending too much time copying information.
- Learning resources are satisfactory. Workshop machinery and equipment meets the needs of learners and teachers. Older machinery in mechanical workshops are well maintained and fit for purpose. However, a minority of vehicles in the automotive workshop do not offer learners the opportunity to work on advanced engine management systems. ILT is not available in all teaching rooms.
- The range of provision is satisfactory. The recently introduced automotive provision has improved provision. Changes to the foundation provision have increased retention and success rates. Part time courses meet the needs of local employers and the engineering apprenticeship programmes.
- Practical activities in the mechanical or automotive workshops enrich full-time learners' academic studies. Learners support well further enrichment arranged by the engineering team but few participate in cross college enrichment.
- The engineering team has developed many good partnerships with local employers and schools. Most have increased enrolments, particularly on part time and Young Apprenticeship programmes. Partnership employers have helped arrange a few educational visits.
- Learners receive satisfactory guidance and support. In a minority of workshop classes, a permanent learning support assistant helps learners and is effective in assisting them to produce reports and work records.
- Leadership and management are satisfactory. The subject manager has set a particularly effective agenda for broadening the curriculum and increasing success rates. Self-assessment is thorough and realistic. Monitoring of improvement plans is effective.

What does Grantham College need to do to improve further?

- Increase success rates on foundation programmes by providing early effective identification and support for learners at risk of leaving their programmes early to improve retention.

- Improve the quality of teaching in theory lessons by increasing the availability and use of ILT and the VLE.
- Develop learners' understanding of modern motor vehicle technology through updating the motor vehicles in the automotive workshops.
- Further develop the curriculum by broadening the range of learning topics in automotive engineering.

## Engineering & Manufacturing technologies – Employer responsiveness

Grade 2

### Context

35. The college offers apprenticeships and Train to Gain programmes in its range of work-based learning. Of the 926 learners, 42 are advanced apprentices and 109 are apprentices. A further 817 learners are on Train to Gain programmes.

### Key findings

- Learners' outcomes are outstanding. Success rates are exceptionally high for Train to Gain learners and these have increased substantially to well above the national averages. Overall success rates for apprenticeships are very high. Timely success rates are high and very substantially higher than national averages. All groups of learners achieve equally well.
- Learners develop good work-related skills including technical and communication skills. A minority of advanced apprentices progress onto higher national courses sponsored by their employers. Train to Gain learners produce well presented written work. They have well organised NVQ portfolios that contain very good examples of work-based evidence including photographs.
- Learners receive good training in health and safety at work and make safe working a priority in both their practical classes and work places. Learners feel safe in their workplaces and at college.
- Assessment practices are particularly good. Assessors have good and up-to-date occupational knowledge. They plan and record assessment thoroughly and use a wide range of good assessment methods. On Train to Gain programmes assessors are full time in the factory with their learners. Employers find this most beneficial in keeping lost production time to a minimum. However, assessors often construct and maintain learners' portfolios
- The range of provision is good for learners of all ages and at all levels with good opportunities for apprentices to progress to advanced courses in mechanical, and electrical engineering. Progression between levels is good.
- The college tailors the provision to incorporate current employer and commercial needs well. Employers suggest training topics; college staff work with learners to



incorporate these into learning programmes. Employers are fully involved in the training and visit the college regularly.

- The college has outstanding partnerships with employers and schools to meet the needs of young and adult learners. Managers work well with employers to ensure that qualifications are relevant. The college staff responds rapidly to provide training that local employers need. Industry sponsorship contributes to the supply of materials and equipment.
- Support for learners is good. Individual progress monitoring is very effective. Induction is good and learners receive clear information and guidance. College staff provide good informal and formal individual support for any learners needing additional help or guidance. Most employers provide mentors to help and encourage learners at work, which enables them to carry out NVQ related written tasks in the workplace.
- Identification of learners' additional learning needs, during induction, is prompt and accurate. The vast majority of learners who require support welcome the help available. Train to Gain learners with English as their second language receive good support to ensure they are adequately prepared to begin their NVQs.
- Leadership and management are good. New management roles and responsibilities provide a much sharper focus on improving outcomes and meeting challenging performance targets. Self-assessment is broadly accurate.
- The college promotes the safeguarding of learners satisfactorily. Criminal Record Bureau (CRB) checks are carried out appropriately. Policies and procedures are clear and up to date. Training has been effective, with staff having a satisfactory understanding of this area.
- Promotion of equality and diversity is satisfactory. Learners work in an atmosphere of respect free from harassment and discrimination. Learners have adequate initial equality and diversity training at their induction. However, its reinforcement during training and at progress reviews is not sufficient.

What does Grantham College need to do to improve further?

- Increase learners' understanding of their NVQ portfolios by ensuring they maintain their own files.
- Improve the promotion of equality and diversity with learners and employers by ensuring it takes place throughout the learning programme and at progress reviews.
- Maintain the particularly good work-based assessment activities by continuing the very effective assessor presence in the workplace

## Building and construction

## Grade 2

### Context

36. Currently 202 learners attend a range of construction courses from foundation to advanced level in bricklaying, carpentry and joinery and plumbing. Some 163 learners are following full-time programmes and 144 learners are aged 16 to 18. A further 52 learners are apprentices and 20 are advanced apprentices as well as 43 learners aged 14 to 16. The proportion of female learners and learners from minority ethnic backgrounds is low.

### Key findings

- Success rates have increased substantially; they are very high on foundation programmes and high on intermediate and advanced programmes. Key skills pass rates are high. Overall and timely success rates for apprentices and advanced apprentices have increased and they are high. Learners' timekeeping and attendance is good.
- The quality and standard of learners' work are good. Learners develop good practical skills and most of them work on tasks and projects above the expected level at their stage of training. Portfolio and assignment work is largely well presented and of a good standard.
- Learners feel very safe in college and in their work placements. Teachers ensure that all learners adopt safe working practices in workshops and in the workplace.
- Learners make a positive contribution to the local community by undertaking construction projects, which helps them develop their skills in a real working environment.
- Teaching and learning are good. In most lessons, learners develop their knowledge and understanding of construction theory well, which usefully underpins their practical training. Teachers use a variety of methods to interest and engage learners; in some sessions, they make insufficient use of extension activities to engage the more-able learners.
- Assessment and verification are good. Well-planned assessment provides good feedback to learners, which helps them to improve. Internal verification arrangements are effective in ensuring awarding body requirements are met.
- Teaching resources in construction are generally good. Most classrooms offer a stimulating learning environment. They contain ILT equipment, which teachers use effectively. Workshop facilities are satisfactory but a minority of areas lack sufficient space to develop full-scale construction activities. This limits learners gaining the additional skills valued by employers.
- The range of provision is satisfactory. Learners have a satisfactory choice of subjects and levels relevant to their career aspirations.
- The college has developed good partnerships with schools, local employers and construction industry bodies. These have improved the industrial relevance of learning and progression opportunities for learners at all levels.

- Support for learners is good. Learners receive good individual support from teachers to complete their work to a good standard. The college provides effective literacy and numeracy support.
- Leadership and management are good. Managers have a clear focus on improving the quality of provision and use the development plan successfully to implement changes. Staff use their knowledge of the construction sector to ensure that courses are at a standard that meets industry requirements. Managers promote very high standards of behaviour, which contributes to learners' personal development and high success.
- The promotion of equality and diversity is satisfactory. Learners engage in college activities such as the respect campaign and in activities to broaden their knowledge of other cultures.
- Managers and staff recognise that the percentage of female learners in construction is low. Staff regularly visit schools to promote construction to girls.

What does Grantham College need to do to improve further?

- Ensure more-able learners make the best use of their study time by providing timely challenging extension activities in teaching and learning sessions.
- Increase the development of the skills valued by employers through ensuring that learners have access to workshops that enable them to work on full-scale construction activities.
- Raise the number of women construction learners by continuing to promote courses in this area to female pupils.

Welfare provision

Grade 3

Context

37. The college provides residential accommodation on campus in Sedgewick Hall and Sedgewick Mews. A very small amount of accommodation is arranged in local lodgings. At the time of the inspection there were 12 learners aged 16 to 18 living in Sedgewick Hall. The Mews and lodgings provides accommodation for learners who are over 18.

Key findings

- Arrangements for promoting and protecting the health of learners are good. A weekly health clinic and a healthy college campus initiative cover issues of alcohol, smoking, diet, substance misuse and sexual health. The college provides effective support for learners to access health care services in the local area. It offers a range of good quality catering with adequate facilities for learners to cook meals in their accommodation.
- Overall, the promotion of the safety of learners is satisfactory. Learners are not aware of any incidents of bullying taking place at the college and practice

regarding students' discipline is good and fair. Staff are trained about safeguarding issues; they know how to report any concerns. Health and safety procedures are effective, ensuring that accommodation is physically safe, well maintained and secure from unnecessary intrusion. However, recruitment procedures are not sufficiently robust to safeguard the welfare of learners living in campus accommodation.

- The college provides good personal support for learners, which is one of the features they particularly like about the college. Effective communication between staff helps to ensure the promotion of learners' safety and welfare. Learners experience an environment free from discrimination and the college suitably meets their diverse needs.
- The college uses a variety of methods to consult learners about how to make improvements. Learners feel listened to and the college is receptive to their views, and making changes. Learners are able to keep in touch with their families and friends whilst living at the college. College staff maintain regular contact with parents about students' progress. The college gives suitable guidance and support for learners on arrival and in preparation for leaving college.
- The range of information provided for learners and parents about the college is satisfactory and provides the information they require. Competent and trained staff look after learners in residential accommodation. However, the guidance for staff about their duties is not sufficiently detailed to ensure that students' welfare is not compromised. The supervision of learners is adequate and they know how to contact staff at any time for help.

What does Grantham College need to do to improve further?

- Improve the system for recruiting staff by the following, which can be verified from records: written references including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with young people; direct contact by the college with each referee to verify the reference; and contact by the college with each previous employer involving work with children, young people or vulnerable adults to check the reasons the employment ended.
- Ensure staff practice does not compromise student welfare by providing clear written guidance for staff with responsibility for the supervision of residential students.

## Information about the inspection

38. Two of Her Majesty's Inspectors (HMI), one social care inspector and six additional inspectors, assisted by the provider's deputy principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local LSC or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
39. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)

Grantham College

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners	1481	0	1020	164	297
Part-time learners	4394	301	201	2730	1162
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
Outcomes for learners	2	2	2	3	2
How well do learners achieve and enjoy their learning?	2				
How well do learners attain their learning goals?	2				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
Are learners able to make informed choices about their own health and well being?*	2				
How well do learners make a positive contribution to the community?*	2				
Quality of provision	2	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	2	2	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	3				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

\*where applicable to the type of provision

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