

Middlesbrough College

General further education college

Inspection dates

11–14 September 2018

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

Summary of key findings

This is a good provider

- Leaders and managers have created a culture of respect and tolerance in which they successfully raise learners' aspirations in a supportive and challenging environment.
- Following the previous inspection, leaders and managers have taken swift and effective action to improve the quality of education for learners on vocational study programmes, which are now good.
- Governors have a strong understanding of the quality of education that learners receive, and they use this understanding well to support and challenge senior leaders.
- Strong partnerships with employers and key stakeholders lead to an effective curriculum that meets the specific needs of the region.
- Learners and apprentices demonstrate good behaviour; they are highly motivated and have positive attitudes to their learning.
- A high proportion of learners on level 3 vocational study programmes achieve their qualifications with high grades.
- Too many learners make slow progress in the development of English and mathematical skills. As a result, too few learners pass GCSE English and mathematics with a high grade and too few adult learners achieve their functional skills qualifications.
- Leaders and managers have not improved the quality of training that apprentices receive quickly enough; as a result, too many apprentices make slower than expected progress.
- The small number of learners on A-level programmes do not make the progress of which they are capable, given their starting points.

Full report

Information about the provider

- Middlesbrough College is the largest provider of further education and training in the Tees Valley. As well as offering further education courses in a wide range of subject areas, the college also delivers apprenticeships, employer training and higher education.
- Compared with the rest of the country, Middlesbrough is an area of high social deprivation. As of March 2018, the rate of unemployment is higher in Middlesbrough than in the rest of the north east, and significantly higher than the rate for England. A lower proportion of the population is qualified at level 2 and above than in other regions of England, and 16% of the population have no qualifications. In 2016/17, the proportion of pupils in the local authority who achieved GCSEs grade 5 or above in English and mathematics was significantly lower than the national average.

What does the provider need to do to improve further?

- Ensure that all teachers enable learners on study programmes and adult learning programmes to develop their English and mathematical skills within their main qualifications.
- Ensure that a much greater proportion of learners studying English and mathematics achieve high-grade passes in GCSE English and mathematics, and that a higher proportion of adult learners achieve their functional skills qualifications at levels higher than those that they already hold.
- Accelerate the pace of change in tackling the weaknesses in the apprenticeship provision to improve the quality of education that apprentices receive and ensure that apprentices make quicker progress.
- Ensure that teachers on A-level courses plan and use high-quality learning activities that support and challenge a much higher proportion of learners to achieve their potential.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, leaders and managers have taken swift action to improve the quality of education that learners on vocational study programmes receive. The introduction of a 'gold standard' professional development programme has enabled teachers to better meet the needs of learners. As a result, a greater proportion of learners achieve their qualifications and make good progress from their starting points.
- Leaders and managers have created a welcoming and harmonious college environment in which learners from a wide range of cultures and backgrounds work together effectively. The ethos is one of raising aspirations successfully in a caring, supportive and challenging environment. Most learners and apprentices demonstrate the college's 'community values' very well in lessons, around the college and at work.
- Leaders and managers have a broadly accurate view of the provision and demonstrate a clear understanding of most of the key areas of the college that need to improve. They use departmental reviews to hold teachers to account effectively. In most cases, when managers identify underperformance, they act quickly to ensure that teachers improve or leave the college. However, leaders are over-optimistic about the quality of apprenticeships. As a result, they have been too slow to address some of the weaknesses.
- Leaders and managers collaborate very effectively with a wide range of external partners. Close and effective work with employers ensures that the college is central in the delivery of the regional economic, skills and community priorities. The principal is involved proactively in working with the Tees Valley Combined Authority to identify and respond effectively to the skills gaps in the region. As a result, the courses available at the college align closely with the future opportunities available to learners and apprentices.
- Leaders manage the small number of carefully selected subcontractors very effectively. They monitor frequently the quality of teaching and the progress that learners who study with the subcontractors make. The subcontractors, many of whom are small organisations, value the support that college managers provide to them. As a result, most learners studying with subcontractors make good progress towards achieving their qualifications.
- Leaders and managers have not improved the effectiveness of teaching, learning and assessment for apprentices quickly enough. Leaders recognise that the pace of improvement needs to be more rapid. They have taken a range of actions to improve the apprenticeship programmes, including a recent management reorganisation. However, it is too soon to judge the impact of these actions on the progress that apprentices make.
- Managers' use of data is not consistently good. Although leaders and managers have access to increasingly useful data, in a few cases, the information that managers use is over-optimistic or contradictory. For example, reports on the progress that apprentices and A-level learners are making from their starting points are inaccurate. As a result, leaders' ability to use timely and effective interventions to improve the pace of progress that A-level learners and apprentices are making is impeded.

The governance of the provider

- The recruitment of governors with significant experience of further education, in addition to members with a close understanding of regional business and community priorities, has strengthened the board of governors since the previous inspection. As a result, governors support and challenge the principal and senior leaders very effectively in the strategic leadership of the college.
- Governors receive helpful reports from leaders and managers that enable them to provide effective challenge to the senior leadership team. Governors are well informed about the areas of the college that still require improvement. They identify correctly that leaders and managers must increase the proportion of learners who achieve high-grade passes in GCSE English and mathematics and improve the retention of learners on access to higher education courses.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers complete comprehensive checks before allowing a member of staff to start working at the college, including appropriate use of Disclosure and Barring Service (DBS) checks. When staff are awaiting the return of a DBS check, managers suitably assess the risk they pose to learners and apprentices and ensure that appropriate measures are in place to keep learners and apprentices safe.
- Managers monitor safeguarding incidents closely. They implement useful interventions when they identify a trend. For example, the rise in the number of concerns raised due to mental health issues has resulted in a change to the enrolment form, enabling learners to disclose if they have a history of mental illness.
- Staff, including those at the subcontractors, complete appropriate mandatory safeguarding training. Learners and apprentices receive helpful training through the 'advantage' programme, which includes pertinent topics, such as recognising the features of healthy relationships and sexual health awareness.
- The 'Prevent' duty risk assessment and action plan is thorough and includes appropriate local risks, which are determined by working with a range of external partners. Staff have received helpful training on common symbols representing right-wing extremism to enable swift identification of learners and apprentices who may hold extreme views.

Quality of teaching, learning and assessment

Good

- Leaders and managers have taken a range of effective actions to improve the quality of teaching, learning and assessment in college. They deliver a well-planned, professional development programme that focuses acutely on the areas for development that lesson observations and other performance management activities identify. As a result, teachers successfully develop their teaching skills and most learners make good progress in their learning.
- Most teachers on study programmes and adult learning programmes deploy a range of engaging and imaginative activities. Their lessons ensure that learners remain motivated

to learn and make progress in a timely manner.

- Well-qualified staff with extensive industrial experience ensure that the large majority of learners on study programmes and adult learners benefit from their expertise and produce work that meets industrial standards. Suitably qualified and experienced staff in provision for learners who have high needs understand how to support their learners effectively to make good progress.
- Learners benefit from a wide range of stimulating resources and from well-equipped learning environments. Teachers make good use of these to help learners to enjoy their education. Learners who need extra support, including those for whom the college receives additional funding to meet high needs, use appropriate assistive technology that helps them to make good progress. However, in a few English and mathematics classes for adult learners, the learning environment is less inspiring, and resources are not as readily to hand. This impedes the progress made by learners in these lessons.
- Most teachers track and monitor the progress of their learners effectively, and this enables them to identify learners who need extra help. Those learners who fall behind receive prompt and effective support to help them to catch up. As a result, most learners make good progress. However, the monitoring of progress is less effective in A-level provision and on the apprenticeship programme.
- Most teachers use a wide range of assessment techniques to check learners' understanding of topics. In most subject areas, this leads to accurate assessment and ensures that learners develop their knowledge and skills well. However, a few teachers, particularly on A-level courses and GCSE English and mathematics courses, are less confident in their assessment practices and make too many inaccurate predictions of the results that they expect learners to achieve. In a small minority of programmes for adult learners, teachers do not routinely check that learners have understood topics before moving on to the next, which means that a few adult learners do not develop a sufficiently secure understanding of their subjects.
- In too many instances, the training that apprentices receive is not effective enough. This means that too many apprentices make slower than expected progress. Training advisers do not monitor the progress of apprentices well enough. As a result, they are unable to put timely and effective interventions in place when apprentices start to fall behind in their learning.
- In too many A-level classes, teachers do not give enough attention to the knowledge that individual learners need to focus on. As a result, learners do not consistently make the progress of which they are capable.

Personal development, behaviour and welfare

Good

- Learners and apprentices demonstrate good behaviour. They are highly motivated and have positive attitudes to learning. Inspectors visited the college during induction week when many learners were just starting their programmes; learners were enthusiastic and eager to start their courses because of teachers' innovative use of induction activities.
- Learners benefit from a range of activities to prepare them appropriately for their next steps. Almost all learners on study programmes take part in relevant and meaningful work-related learning or work experience. This gives them an insight into the world of

work and helps them to develop vocationally specific knowledge and skills that prepare them well for their next steps. Most level 3 learners undertake a wide range of activities that relate to progression to higher education, including visits to higher education fairs, attending university open days and hearing talks by former learners. Work experience and work-related learning are aligned carefully with learners' study and ambitions.

- Learners value the support they receive in college. The college's supportive learner services team is accessible and welcoming. It provides comprehensive services that enable learners to continue in learning when facing challenges in their personal lives. For example, staff work with the Halo Project to support victims of forced marriage. As a result, the vast majority of learners and apprentices who require support remain in learning and complete their courses successfully.
- Careers education, advice and guidance for learners on study programmes are good. Specialist and well-qualified staff give expert advice that opens doors to employment and further study for learners, including those who have high needs. Careers advisers work alongside parents and carers, social workers and others to help learners who have high needs to fulfil their ambitions. However, careers advice and guidance for apprentices are less effective and, too often, initial advice and guidance are not easily accessible to adult learners.
- Learners benefit from a very wide range of enrichment activities in college. These include sports, well-being activities, debates and volunteering. These activities give learners valuable additional skills for their future education and careers. Many learners go on interesting and relevant trips. For example, engineering learners went on a trip to Germany, where they visited the BMW manufacturing plant. Learners also compete successfully in regional and national skills competitions.
- Learners feel safe and know how to raise any concerns that they may have. They know how to stay safe online. They understand the risks of radicalisation and extremism well, and many can link these risks to a disregard for shared democratic values. However, apprentices' understanding of these risks is less developed.
- Many learners understand how to be active citizens in contemporary society and are well represented by their dynamic students' union. They participate in local campaigns, such as petitioning the local authority about road safety arrangements near the college's main site. Learners are involved in a wide range of activities that enhance their understanding of active citizenship. For example, many learners join programmes organised by the National Citizenship Service. Learners demonstrate a good understanding of fairness, equality and justice.
- Too many learners on study programmes do not develop their mathematical and English skills well enough. Although they understand the importance of developing these skills and know that mathematics and English are important for employment and future study, too many learners make slow progress in bringing these skills to fruition. Attendance in mathematics and English classes is too low.

Outcomes for learners

Good

- Most learners on study programmes and adult learning programmes make good progress

from their starting points, and a high proportion achieve their qualifications. Most learners who have high needs make at least good progress from their starting points, with almost all following accredited programmes. Learners on level 3 vocational courses make good progress from their starting points, with the great majority achieving high grades.

- Most learners and apprentices develop skills and knowledge that support them in their education, career and life goals. They link the work that they complete on their courses to their career plans diligently. In most instances, learners' work meets industry expectations and enables learners to show how they develop valuable and useful skills that will help them in their future careers.
- Most learners progress to further education or employment, and almost all apprentices remain in employment after completing their course. However, in too many cases, college managers are unaware of whether future progression is directly linked to the study that learners and apprentices undertake at the college. Too often, they rely on anecdotal evidence rather than systematic tracking.
- The proportion of adult learners who achieve their qualifications on award, certificate and diploma courses is high. However, of the smaller proportion of adults studying access to higher education courses, the proportion that achieve their qualifications is too low.
- Too many apprentices do not complete their programmes successfully, and the rate of achievement has declined slightly since the previous inspection. The progress of too many current apprentices is not rapid enough. A significant minority of apprentices who were due to complete in 2018/19 have left before the end of their programme.
- The proportion of learners who achieve high grades in GCSE English and mathematics is too low. Not enough learners on study programmes achieve grade 4 or above at GCSE; although adults achieve better, not enough learners gain the higher grades. Too few adult learners studying functional skills achieve their qualifications.
- Although accounting for a very small proportion of learners on study programmes, in too many A-level subjects, including English language, English literature, government and politics and mathematics, learners do not make the progress of which they are capable. In a few other subjects, such as computing, film studies and law, learners make good progress and achieve well.
- In adult learning programmes, the proportion of learners from Black and minority ethnic backgrounds who achieve their qualifications is not consistently high. Managers have been unable to give reasons for this achievement gap or identify the actions they are taking to address this issue.

Types of provision

16 to 19 study programmes

Good

- The college has approximately 3,800 learners on study programmes, the vast majority of whom follow vocational programmes. Courses range from entry level to level 3, with the majority of learners studying at level 3. The largest number of level 3 learners are studying vocational qualifications in health and care, visual and performing arts, and engineering. The largest proportion of learners on level 2 programmes are studying qualifications in hairdressing and beauty therapy, engineering and construction. The

college also provides a small A-level programme.

- Managers and teachers monitor the progress of learners carefully. They ensure that most learners on vocational programmes achieve their target grades. Weekly meetings between managers and teachers identify any learners at risk of not achieving, and staff use timely interventions to improve the pace of learning. As a result, most learners make good progress.
- In most vocational lessons, teachers have high expectations of learners. Learners rise to the challenge of these expectations and many develop new skills quickly and make rapid progress. For example, in the first lesson of the level 1 media games design course, teachers challenged learners to communicate effectively when presenting their ideas to their peers.
- Teachers use their skills and expertise confidently. They challenge most learners in vocational subjects to develop industry-standard skills quickly. Teachers give clear demonstrations and explanations that help learners to develop their practical skills and become prepared for employment. Skilful questioning by teachers supports less able learners to develop their understanding and discover correct answers independently. For example, in construction and motor vehicle lessons, teachers provide industry-specific guidance in practical workshops. As a result, learners are keen and curious to learn.
- The standard of learners' work is good. In most vocational subjects, learners present written work that is of a consistently high standard. This enables them to achieve high grades in their qualifications, particularly in sport, health and care, and travel and tourism. Learners understand theoretical concepts and apply them with confidence. In practical sessions, learners demonstrate high levels of skills development relevant to their occupational area. For example, in performing arts, learners perform complex choreographed routines early in their studies.
- Learners benefit from an effective tutorial programme that develops their understanding of how to stay safe. They can explain in detail their understanding of how to stay safe online, the risks of sexual exploitation, how to develop positive mental health, and how they build personal resilience. As a result, learners are confident and comfortable to approach their tutors and wider college services for help.
- Too often on A-level courses, teachers' feedback is not helpful enough in enabling learners to know what they need to do to improve their work and subject knowledge. In a few instances, feedback is cursory and lacks a focus on what the learner needs to do to improve. As a result, too often, learners on A-level programmes repeat the same mistakes and do not know how to improve their work.

Adult learning programmes

Good

- The college has approximately 1,500 adult learners. The largest groups of learners are studying on programmes that provide access to higher education, courses in English for speakers of other languages, and courses leading to functional skills qualifications. In the previous academic year, a high number of learners studied courses designed to improve their chances of securing employment.
- Leaders and managers design the adult curriculum well. Courses have clear links to local employment opportunities and regional skills priorities. Leaders respond quickly to

changes in demand. For example, they introduced courses in response to local needs in science, technology, engineering and mathematics. As a result, most learners see the relevance of college to their career goals.

- In most lessons, teachers use a range of imaginative and well-deployed activities to engage learners. This helps learners to make good progress in the early stages of their learning programme. In many lessons, teachers use interactive learning technology effectively to enthuse and motivate learners. For example, on a level 2 welding course, teachers used a video that showed familiar local examples to teach community values to learners.
- Most teachers accurately assess learners' starting points, and design activities skilfully to make topics progressively more challenging for learners. This ensures that most learners make good progress. However, in a small minority of lessons, teachers do not give enough attention to the skills and knowledge that learners bring with them. For example, when studying health and safety on the access to higher education programme, learners demonstrated that they already knew the content from the experience they had gained in their work roles.
- Learners benefit from a flexible approach to learning. Most teachers make good use of high-quality online resources to ensure that learners who cannot attend classes due to circumstances in their personal lives do not fall behind in their learning. Teachers understand and take account of the potential barriers facing adult learners. They make reasonable adjustments to the programme where necessary, such as by extending deadlines. As a result, the proportion of learners who remain in learning is high on all programmes apart from access to higher education courses.
- Most teachers provide feedback to learners that helps them to improve their knowledge and understanding and challenges them to make good progress. Feedback identifies accurately where learners can improve their work to achieve a better grade. Teachers frequently check and correct spelling and punctuation. As a result, the large majority of learners make improvements to their skills and understanding.
- Most teachers in vocational areas support learners to develop their English and mathematical skills. As a result of this support, the large majority of learners develop the skills required to progress to higher levels of study and employment. For example, learners on a pre-access to higher education course now understand how to develop paragraphs, follow conventions when writing emails and formal letters, and calculate prescriptions.
- In a few lessons, teachers do not check that learners have understood a topic before moving on. They do not use questioning techniques well enough to check that all learners have understood the key learning points in a topic. In a few cases, they do not check the progress and understanding of less confident learners sufficiently well. This impedes the progress that these learners make.
- Initial information, advice and guidance for a small minority of learners are not good enough. For learners attending the college on Jobcentre Plus programmes, too few understand how their courses will help them to progress into employment. Many of these learners leave their courses early, and too few learners progress into sustained employment.

Apprenticeships

Requires improvement

- The college has approximately 1,110 apprentices in learning. Just under a half are studying on level 2 programme apprenticeships, with a similar proportion studying at level 3, and a small number on higher level apprenticeships. The largest proportion of apprentices study business-related subjects and engineering.
- Although managers have now identified aspects of the programme that need to improve, their interventions have been too slow. Too many apprentices do not make the progress expected of them, based on their starting points and their planned time in learning. Managers now closely monitor the progress of apprentices and hold weekly meetings with staff to identify apprentices who are making slower than expected progress. However, this is not consistently effective. As a result, it is too early to measure the full impact of managers' actions.
- Training advisers do not identify quickly enough when apprentices fall behind in their programmes. They do not consistently use swift and effective intervention to ensure that apprentices catch up. Apprentices do not receive encouragement to complete their learning quickly. As a result, too many apprentices are still in learning after their planned completion dates.
- Too many training advisers do not set targets for apprentices that are helpful in developing work-related skills. Too often, targets do not directly relate to the work-related or personal skills that apprentices need to develop. In too many cases, training advisers set targets that match awarding body criteria rather than apprentices' individual developmental needs. As a result, the use of targets does not help apprentices make swift progress towards achieving their apprenticeship.
- Careers education, information and guidance are not good enough. Too often, initial guidance is superficial and does not do enough to ensure that apprentices are on the right programme. Staff provide limited advice and guidance to apprentices who are considering leaving their programmes early. Support for apprentices facing the threat of redundancy when their employer ceases trading is not effective enough. As a result, too many apprentices either leave their programmes early without a planned next step or they do not know how to find out about suitable options when faced with changes in employment.
- The large majority of apprentices benefit from experienced and knowledgeable tutors and training advisers. Most tutors and training advisers use effective questioning that develops apprentices' knowledge and understanding. They use physical resources of a high standard well to ensure that apprentices develop vocationally relevant skills. For example, in engineering, tutors carefully link scenarios in off-the-job training to work-based examples.
- Feedback to apprentices is effective. The large majority of apprentices receive timely and clear feedback on their written work that helps them to further improve their knowledge and understanding. Verbal feedback to apprentices during progress reviews focuses on how apprentices can develop their work-related skills further. As a result, most apprentices know what they need to do to improve their work.
- Managers plan programmes very effectively with most employers. Managers ensure that programmes meet the principles of apprenticeships. Most employers are very supportive

of their apprentices and take an active role in their training and development. The successful introduction of standards-based apprenticeships in many subjects is in response to employers' needs. As a result, most apprentices develop skills, knowledge and behaviours that meet the business needs of their employers.

- Most large employers benefit from good relationships with college staff. Communication from the college is effective, and employers appreciate the flexible approach of college managers to ensure that programmes meet the needs of their business. Apprentices employed by these large companies make good progress from their starting points and almost all apprentices remain in employment at the end of their courses. However, too many small- and medium-sized employers do not receive effective support from college staff. As a result, their apprentices do not make swift enough progress.
- A high proportion of apprentices develop their English and mathematical skills beyond the minimum requirements of their programme. Over a half of apprentices are on functional skills courses in English and mathematics at levels higher than they need to meet the requirements of their apprenticeship. They see the value of these skills in the workplace and their future careers. Apprentices actively demonstrate these skills at work. For example, business administration apprentices make good use of their communication skills to manage difficult situations at work.

Provision for learners with high needs

Good

- The college currently has 145 learners who have high needs; 53 of these are on employability programmes and 92 are on academic and vocational learning programmes. Almost all learners who have high needs are studying on courses leading to qualifications. The college receive high-needs funding from six local authorities.
- Managers use the funding for learners who have high needs very effectively to meet learners' diverse needs. They develop programmes that build on learners' individual prior attainment, increase their independence and prepare them for employment. Consequently, most learners make good progress from their starting points.
- Careers education, information, advice and guidance are good. Through multi-agency working, transition arrangements are well planned and enable learners to progress into further education. Learners who have high needs access appropriate careers advice and guidance from a specialist staff member. As a result, the number of learners progressing to vocational programmes at the college has increased significantly. A minority of learners progress to supported internships and higher education. However, only a few learners progress into paid, unsupported employment.
- Most teachers and support staff use information about learners' needs effectively. In most lessons, teachers set high standards, and learning is challenging and interesting. In these lessons, teachers carefully meet learners' individual needs and support requirements.
- Learners make good progress and develop their skills, confidence and independence well. For example, in A-level physics, learners work out complex scientific calculations with a high level of competency. Learners studying GCSE English produce descriptive texts using a range of language features.
- Most teachers use a range of assessment methods effectively to check key aspects of learning. They use questions and topical discussions well to assess individual

understanding. They use more challenging questions to engage the most able learners effectively. In practical lessons, teachers make good use of observation to assess learners' practical skills. As a result, learners make good progress in developing their practical skills and theoretical knowledge.

- Learners benefit from effective support. Through the use of specialist support staff, assistive technologies and a range of resources, learners increase their independence and overcome many barriers to learning. For example, learners who have visual impairment can work independently by using a range of specialist software programmes. As a result, managers reduce the support that learners receive as they become more independent over time.
- Teachers set learners challenging targets and provide effective feedback. The large majority of teachers set appropriate targets that align closely with learners' personal development and independence, especially on employability programmes. Teachers review learners' progress frequently. Most learners respond positively to verbal and written feedback and make improvements to their work, including their English skills. However, a few teachers do not consistently check learners' work for spelling, punctuation and grammatical errors, and do not consistently provide sufficient information on key aspects that learners need to improve.
- A small minority of teachers on academic and vocational programmes do not use assessment information consistently well to plan and provide learning that meets the needs of all learners. This affects learners' ability to engage fully in all aspects of learning and restricts the progress that they make in these lessons.

Provider details

Unique reference number	130570
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	14,200
Principal	Zoe Lewis
Telephone number	01642 333333
Website	www.mbro.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)	619	306	1,011	482	2,199	645	0	47
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	226	319	232	297	0	63		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	145							
At the time of inspection, the provider contracts with the following main subcontractors:	Greatest Expectations Hope Foundation KHK People Development Learning Curve Optimum Skills Unicorn Centre Uplift Associates							

Information about this inspection

The inspection team was assisted by the deputy principal for curriculum and quality, 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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