

Wakefield College

General further education college

Inspection dates

4–7 December 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	Good
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

- College leaders successfully promote an inclusive ethos throughout the college. Students thrive in a supportive, welcoming atmosphere.
- Students benefit from well-resourced learning environments that help them to increase their self-esteem and develop their knowledge and skills well.
- Leaders and managers have taken effective steps to improve the quality of teaching, learning and assessment. The large majority of students and apprentices benefit from skilful teaching and make good progress.
- Students who have high needs benefit from a broad curriculum that helps them effectively to achieve ambitious goals.
- Most students and apprentices remain in or progress to employment, further or higher education or voluntary work, or achieve greater independence after their courses.
- Apprenticeship managers provide high-quality, bespoke apprenticeships that meet the needs effectively of a wide range of employers. Most apprentices successfully complete their apprenticeships.
- Too few adult students achieve their qualifications in functional skills mathematics. Too few students on study programmes who take GCSEs in English and mathematics achieve high grades.
- Staff do not record, monitor or assess well enough the personal and social skills of students who have high needs. A small minority of students take too long to develop these skills.
- Students do not attend consistently well on adult learning programmes and a minority of study programmes.

Full report

Information about the provider

- Wakefield College is a large, general further education college based on three campuses in central Wakefield and Castleford. The college offers study programmes in most subject areas, alongside a wide range of apprenticeships, provision for students who have high needs, and adult learning programmes such as employability courses.
- Wakefield College aims to promote social mobility and improve life chances by providing education and training opportunities for all students. The college works with a range of local partners to contribute to the wider prosperity and regeneration of West Yorkshire. Many students are from the most economically deprived local areas and many have very few qualifications when they start at college. A high proportion of Wakefield residents have no qualifications and unemployment is higher than the national average.

What does the provider need to do to improve further?

- Improve the quality of teaching, learning and assessment in mathematics classes for adults, so that a higher proportion of students achieve their functional skills qualifications.
- Ensure that teachers of GCSE English and mathematics on study programmes challenge and enable their students to achieve the highest grades possible.
- Ensure that all students with high needs rapidly improve their skills for independence, communication and social interaction. To do this, managers should work with staff to improve target-setting for students' development of these skills, and the monitoring and recording of their progress.
- Tackle the remaining pockets of low attendance so that all students develop good habits that will prepare them well for their futures.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers provide a broad and ambitious curriculum, underpinned by a highly supportive ethos. As a result, students develop valuable knowledge and skills that enhance their life chances and improve their self-confidence and self-esteem.
- Leaders and managers promote a positive learning culture and an ethos of tolerance and respect effectively. Consequently, students and apprentices develop the behaviours and attitudes that they need for successful futures.
- Leaders and managers are strongly committed to equality of opportunity and place a high priority on supporting all members of their diverse community. For example, they provide a 'positive masculinity' project to encourage male students to access pastoral support at the college. They take effective action to eliminate any emerging differences between the achievements of different groups of students.
- Leaders and managers engage very effectively with external partners, including employers, the local authority and Jobcentre Plus, to design and refine the curriculum to meet local skills shortages. The curriculum meets the needs of local employers and the wider community effectively.
- Leaders invest in high-quality teaching and learning accommodation and resources, so that students are taught in well-equipped classrooms and workshops. For example, performing arts students benefit from industry-standard lighting technology and radio microphones. Students enjoy learning and feel valued in inspiring learning environments that support their development of valuable and up-to-date vocational skills.
- Leaders and managers have successfully tackled most of the areas for improvement identified at the previous inspection. Staff at all levels are resolutely focused on quality improvement. They work collaboratively to improve rapidly the quality of education and training that students receive. Managers have implemented sensible actions, such as the introduction of quality review weeks and the close monitoring of underperforming students. Consequently, students' and apprentices' progress and achievements have improved substantially.
- Leaders and managers have taken effective action to improve the quality of teaching, learning and assessment. They have invested in a team of high-performing teachers who work constructively with teaching colleagues to improve their professional practice. All teachers who are new to the college undertake a thorough, in-house training course so that they understand managers' high expectations. Staff who do not meet managers' high standards leave the college. As a result, teaching, learning and assessment are now effective.
- Leaders and managers have a broadly accurate view of the quality of education. They correctly identify most areas that they need to improve, such as the proportion of adult students who achieve their level 2 mathematics qualifications and the proportion of students on study programmes who achieve high grades in English and mathematics GCSEs. Leaders and managers have put in place suitable actions to address these areas for improvement, although it is too early to see the full impact of these.

The governance of the provider

- Governors, leaders and managers successfully promote an inclusive vision throughout the college that focuses on social mobility for all. This ensures that the large majority of staff have high aspirations for students and apprentices. As a result, most students and apprentices make good progress and achieve their qualifications.
- Governors have a wide range of experience and expertise that they use well to support and challenge college leaders. New appointments to the governing body have enhanced the board's understanding and oversight of the quality of education at the college. Governors now provide effective support to help leaders improve teaching, learning and assessment throughout the college.
- Governors use high-quality management information well to identify the college's strengths and areas for improvement. They monitor leaders' progress towards strategic and operational objectives closely. As a result, they promptly hold leaders to account for the quality of provision and challenge them effectively to make further improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and managers have successfully implemented a vigilant culture of safeguarding, underpinned by thorough policies and procedures, at all three college sites. All sites are secure and well monitored to ensure that all members of the college community are safe.
- Leaders and managers use robust and effective procedures which enhance students' and apprentices' safety in college and at work. They implement strong safer recruitment procedures when hiring new staff. They undertake appropriate pre-employment checks and maintain a comprehensive, accurate single central register of staff. They conduct thorough safeguarding checks at students' and apprentices' places of work, including for students on supported internships.
- A large team of dedicated staff, including youth workers, provides expert support and advice that helps to keep students and apprentices safe. Staff use recording and reporting procedures accurately and thoroughly, and they ensure that any safeguarding concerns are followed through to resolution. They make appropriate referrals to external agencies, such as the local authority, when necessary.
- All staff undertake appropriate training in safeguarding, including in relation to keeping students safe from the risks of radicalisation and extremism. Staff are alert to the signs of radicalisation and know how to report any concerns that they may have. The designated safeguarding lead has a thorough risk assessment and action plan in place to help mitigate these dangers. However, too many students have only a basic understanding of the dangers of radicalisation and extremism in the local area.

Quality of teaching, learning and assessment

Good

- Teachers use their extensive and wide-ranging industrial experience well to plan and deliver lessons that motivate students and ensure that they acquire up-to-date skills that equip them well for the world of work.
- Teachers are well qualified, with high levels of expertise in their academic and vocational areas. They provide logically structured lessons that sequence the curriculum effectively to ensure that students and apprentices learn valuable new knowledge, skills and behaviours.
- Teachers use well-chosen activities and resources to help students and apprentices consolidate knowledge and skills effectively, so that they can recall and apply key concepts with ease. For example, students on A-level courses develop a deep understanding of biological and sociological approaches to psychology before applying these approaches to specific mental health problems such as schizophrenia. As a result, these students are well prepared for their next steps in education.
- Most teachers use assessment well to encourage students to develop their understanding through the consideration of additional information and alternative views. For example, teachers ask, 'What would happen if ...?' to encourage students to consider counterfactuals. As a result, students develop a robust understanding of their subjects that is nevertheless flexible enough to accommodate new facts and findings. This stands them in good stead for further study at a higher level and for future employment.
- The large majority of teachers provide effective support to students who fall behind, and encourage independent learning skills through the college's high-quality virtual learning environment (VLE). Teachers ensure that the VLE is populated with engaging and useful resources, including films, journal articles, news articles, quizzes, specimen answers, glossaries, past examination papers and mark schemes. Students access these helpful resources frequently and develop good research skills.
- Most teachers integrate English and mathematics across the curriculum. As a consequence, students and apprentices improve the standard of their written work over time and understand well any mathematical elements of their programmes. For example, students who have high needs learn to read thermometers and engage in discussions about temperature in everyday situations, such as cooking. Electrical engineering students use Ohm's law accurately to calculate the current flow in electrical circuits. However, it is too soon to see the full impact of this teaching on students' achievements in English and mathematics examinations.
- In the large majority of lessons, teachers provide challenging extension activities that contribute to ensuring that learners make good progress. However, a small minority of teachers do not challenge students effectively enough to make all the progress of which they are capable. In these cases, for example on English and mathematics GCSE courses on study programmes, students do not achieve the high grades of which they are capable.
- A small minority of teachers do not set helpful enough targets for their students. In some cases, targets are based on the completion of units rather than on the development of specific skills, knowledge and behaviours. In other cases, targets do not adequately address all relevant areas of development, such as increased independence. As a result, a

small minority of students and apprentices do not make all the progress of which they are capable.

Personal development, behaviour and welfare

Good

- Students and apprentices behave well. They demonstrate high levels of respect and courtesy to each other, staff and visitors to the college.
- Students and apprentices develop strong self-motivation and valuable independent learning skills that prepare them well for their future education and sustained employment. They are attentive in lessons and appreciate the introduction of 'ready to learn zones' that help them to concentrate on their learning and improve their work.
- Most students and apprentices take pride in their work in both theoretical and practical sessions. They take care to improve it to the best of their ability. This helps them to achieve their potential.
- The large majority of students gain useful and meaningful work-related skills through external work placements or appropriate work-related activity aligned to their future career aspirations. College staff incorporate a wide range of work-related activity in learning sessions and enrichment activities. This greatly enhances students' future career prospects. Many students take part in regional and national competitions. For example, a welding student represented the college in the final round of the UK WorldSkills competition. However, too few students who have high needs participate in work placements, which places them at a disadvantage in the job market.
- The large majority of apprentices and students, including students who have high needs, benefit from effective careers advice and guidance on their courses. As a result, most progress to relevant future study and employment. Apprentices, adult students and students who have high needs also benefit from helpful advice and guidance before they enrol onto courses. This support ensures that they enrol onto the most appropriate courses for their future career and study aims. However, a very small minority of students on study programmes do not receive effective initial advice and guidance and are not sure whether they have chosen the most appropriate courses to help them achieve their ambitions.
- Students and apprentices have a good understanding of safe working practices. They know how to keep themselves and others safe at work and in college. For example, students on supported internships with a major fashion retailer know how to keep themselves safe in a busy distribution centre by walking only in safe areas and maintaining an awareness of machinery.
- Students and apprentices feel safe and are safe. They know how to report any concerns that they may have and are confident that staff will take prompt and effective action to deal with any concerns. However, they have only a very basic awareness of the risks related to radicalisation and extremism in their local area, such as right-wing extremism. They have a limited understanding of how to stay safe from these risks.
- During the inspection, attendance on adult learning programmes and on a minority of study programmes was too low. Leaders and managers have put in place sensible interventions to address the few remaining pockets of low attendance. Managers' data shows a substantial improvement in attendance compared with the same time last year,

although it is too early to see the full impact of their actions on outcomes for students.

Outcomes for learners

Good

- The large majority of current students and apprentices make good progress. In some areas, such as health and social care and early years, students do especially well and a high proportion make very good progress, achieve high grades, and progress to high-quality careers, university courses and apprenticeships.
- Most students enjoy their learning. They appreciate the high quality of teaching and pastoral care that they receive and rightly value the new knowledge and skills that they develop. The large majority of students complete their courses and many return to the college to undertake further study at a higher level.
- Most current students produce work at a good standard that meets or exceeds the requirements of their courses, examinations and employers. Their work demonstrates a high level of knowledge, skills and understanding.
- The large majority of apprentices complete their apprenticeships successfully, and an increasing proportion do so within planned timescales. Managers have taken sensible actions to ensure that a higher proportion complete their programmes promptly. As a result, most current apprentices are making good progress towards timely completion of their apprenticeships.
- Students of all ages who have high needs achieve their qualifications well. They have, in recent years, outperformed their peers on study programmes and programmes for adult students, although this difference in performance has reduced as overall student achievements have improved. The small number of apprentices with learning difficulties and/or disabilities are more likely to complete their programmes successfully than other apprentices.
- The large majority of students and apprentices progress to positive next steps on completion of their programmes. Almost all students on study programmes move on to destinations such as further education at a more advanced level, higher education, employment, voluntary work or apprenticeships. An increasing number gain places at leading universities.
- The large majority and a rapidly increasing proportion of adult students make at least the expected progress from their starting points and achieve their qualifications. Students on access to higher education programmes make particularly good progress. The very large majority achieve their qualifications and progress to higher education.
- The large majority of students do well in their functional skills English examinations. A high proportion of adult students achieve good grades in GCSE English examinations. However, too few adult students achieve their qualifications in functional skills mathematics, especially at level 2. This restricts their choices of careers and next steps in education.
- A high and increasing proportion of students on study programmes achieve their qualifications. Almost all of the very small proportion of students who study A levels achieve their qualifications. However, too many A-level students do not achieve the high grades of which they are capable, given their starting points. Too few students on study programmes achieve good grades in GCSE English and mathematics.

Types of provision

16 to 19 study programmes

Good

- At the time of the inspection, 2,858 students were enrolled on 16 to 19 study programmes in 14 subject areas, from entry level to level 3. The largest subject areas are in health and social care, engineering, construction and the arts. Around half of students are on level 3 courses, including a small minority studying A levels. The remainder are evenly divided between entry level/level 1 and level 2.
- Leaders and managers successfully implement all aspects of the 16 to 19 study programme requirements. They have significantly improved the quality of study programmes since the previous inspection.
- Leaders, managers and teachers know their students very well. They provide effective pastoral support for all students, including the most challenging and vulnerable. Students, parents and carers are enthusiastic about the support that students receive and the positive difference it makes to young people's lives.
- Teachers set challenging targets to encourage students to develop resilience, communication skills and self-motivation. Students reach these targets and improve their readiness for adult life as a result.
- Most students develop strong independent study skills as a result of effective teaching, learning and assessment. In the most inspirational classes, students work independently and manage their own learning with focus and assurance. Students are well prepared for studies at a higher level.
- Teachers provide high-quality resources, such as useful topic workbooks and journal articles, that help students to develop their knowledge and understanding well. Teachers deploy resources and activities effectively to motivate students and consolidate their learning. Most students complete their courses and achieve their qualifications.
- Most students for whom it is appropriate benefit from relevant and motivating work placements. For example, students on a wide range of programmes undertake valuable international work placements. Childcare students work with forest schools in Sweden; this opportunity raises their aspirations to progress to higher education. Animal care students work at a wildlife centre in the Netherlands. Students value these high-quality work placements and understand how they equip them with relevant skills and knowledge for future study and employment.
- A small minority of students who are ready for work placements do not have access to them in good time. Staff do not plan work experience promptly enough or promote it effectively enough in a few areas, including on motor vehicle and public services courses, to enable students to gain the full benefit from their placements.
- Students who do not undertake work placements benefit from a wide range of work-related activities. For example, mathematics and engineering students attend helpful talks by high-quality external speakers that help them to decide upon their next steps.
- Teachers link learning well with the demands of industry. For example, they encourage students in performing arts to develop discipline and respect for professional working practices in different sectors. This experience helps to equip students with valuable skills

for relevant employment. Consequently, most students move on to positive next steps on completion of their study programmes.

- Most students benefit from high-quality careers advice and guidance during their courses that help them to move on to positive next steps on completion of their programmes. However, the quality of advice and guidance at enrolment is less effective and a small minority of students cannot explain why they have enrolled on their courses or how their courses relate to their ambitions.
- A small minority of students do not make all the progress of which they are capable, as a result of insufficiently challenging teaching, learning and assessment. For example, too few achieve high grades in A levels and in GCSE mathematics and English.

Adult learning programmes

Good

- The college has around 1,300 students on adult learning programmes. Around a quarter are on level 3 programmes, and the remainder are evenly split between levels 1 and 2. The largest provision is in English and mathematics, English for speakers of other languages, and employability training, including sector-based work academies. Access to higher education courses currently cater for 127 students. A smaller proportion of adult students are on courses in business, hairdressing and beauty therapy, and catering.
- Leaders and managers have a highly effective partnership with the local authority's adult learning service. Their shared expertise ensures that the college curriculum complements the adult learning service's curriculum very well. While the local authority provides family and community learning, the college's aim is to support local regeneration through providing accredited courses that help adults into employment and further and higher education. Local students benefit from well-planned progression routes and are well prepared for their careers and next steps in education.
- Leaders and managers work collaboratively with Jobcentre Plus and a range of leading employers to provide effective employability training through, for example, high-quality sector-based work academies. A high proportion of students who participate in sector-based work academies gain sustainable employment.
- Teachers provide effective employability sessions that help students to overcome barriers to learning and develop useful skills. For example, students develop good skills in conflict resolution that they can apply in the workplace. A high proportion of students on employability courses are well prepared for work.
- Knowledgeable and dedicated teachers provide well-structured sessions and engaging activities. Teachers check learning effectively in class and ensure that students have understood concepts well before moving on. As a result, most students consolidate their learning well and achieve their qualifications.
- Most teachers provide clear and constructive feedback. This helps students to improve their work, so they make good or better progress over time.
- Students on access to higher education courses benefit from very effective teaching, a high-quality learning environment and a wide range of resources, such as academic journals, that prepare them well for their studies at university. The very large majority of these students achieve their qualifications and progress to relevant degree courses, including at leading universities.

- Most teachers across the curriculum develop students' English skills effectively. Students develop specialised technical vocabulary and improve their writing skills well. Students on access to higher education courses learn how to structure academic essays effectively. This prepares them well for further study at a higher level.
- The large majority of students increase their confidence as a result of their courses. For example, catering students develop strong social skills during their courses that help them to serve customers professionally and confidently.
- Too many adult students do not achieve their functional skills mathematics qualifications. Leaders and managers are aware that they need to increase the proportion of students who achieve these qualifications. They have taken action to improve teaching, learning and assessment in this area. However, it is too early to see the full impact of these actions.
- Too many adult students do not attend their lessons well enough. Teachers provide helpful resources on the VLE that help absent students to catch up. However, these students do not develop wider skills, such as communication and team-working, as well as they could.

Apprenticeships

Good

- The college has 953 apprentices, of whom around two thirds are following programmes based on apprenticeship frameworks with the rest on standards-based apprenticeships. Around two thirds of apprentices are aged 19 or over, and two thirds are on advanced or higher apprenticeships. Around one third of apprenticeships are in engineering and manufacturing. Significant numbers of apprentices follow programmes in health and social care, construction and business management, and smaller numbers follow programmes in retail and science.
- The new, highly experienced apprenticeship management team has successfully improved the quality of apprenticeship provision. At the same time, they have substantially and sustainably expanded the number of apprentices, employers and subject areas in the provision.
- Apprenticeship managers work very effectively with a wide range of employers to establish and develop programmes that meet business needs. In response to local and regional skills gaps, leaders and managers have successfully introduced programmes based on 19 new apprenticeship standards. Managers work constructively with employers to plan apprenticeship schedules that take into account employers' busy periods. Apprenticeship programmes are highly responsive to the specific needs of different employers.
- Managers ensure that employers are fully and effectively involved in apprenticeship programmes. All apprentices receive their entitlement to off-the-job training. Employers are very supportive of their apprentices and take an active role in planning programmes, delivering training and holding progress reviews. As a result, apprentices develop good workplace skills, underpinned by a solid grasp of relevant theory.
- Most apprentices on standards-based apprenticeships understand their development of knowledge, skills and behaviours well and know what they need to do to improve. As a result, they make good progress towards the 'gateway' process and their end-point

assessments.

- Apprentices benefit from frequent and thorough reviews and constructive support between sessions. Trainer-assessors help any apprentices who fall behind to catch up quickly. Apprentices make good progress as a result.
- Experienced and knowledgeable trainer-assessors use their skills well to support apprentices in the development of useful new knowledge, skills and behaviours that employers value. Consequently, apprentices contribute well to their employers' businesses. For example, business administration apprentices are able to review their employers' software and assess new packages, to establish the best product for their organisations.
- Most apprentices develop their skills in English, mathematics, and information and communication technology (ICT) well. They value these skills and understand their importance at work. For example, plumbing apprentices understand that good ICT skills are useful when ordering materials. A high proportion of apprentices quickly become proficient and gain the qualifications that they need in English, mathematics and ICT.
- The large majority of apprentices remain in employment at the end of their programmes. Many progress to promoted positions or to more advanced apprenticeships.
- Managers recognise that the proportion of apprentices who complete their programmes within planned timescales, although increasing, is still too far below the proportion who complete their programmes overall. They have accurately identified the reasons for this gap, including a small minority of trainer-assessors who set superficial targets that do not give sufficient detail to help apprentices make rapid progress. Managers' improvement actions are already having a discernible impact, but there remains a very small minority of current apprentices who do not progress as quickly as they could.

Provision for learners with high needs

Good

- Provision is made for 153 students who have high needs. Just over two thirds are on general vocational programmes, from entry level to level 3. Around a quarter are on separate specialist entry-level foundation courses. Just over a tenth are on supported internships. Of these, around half are on internal internships at the college and the remainder are on external internships in warehousing with a major fashion retailer.
- Leaders' and managers' inclusive ethos ensures that students who have high needs have access to a very wide range of curriculum options to suit their individual needs and ambitions. Students who have high needs study on 16 subjects across the college, including A-level applied science, sports, public and uniformed services, music, engineering, and hairdressing and beauty therapy. As a result, most students are highly motivated and engaged in their learning, make good progress towards their individual goals and are well prepared for their chosen careers.
- Leaders and managers use the budget for students who have high needs very effectively to ensure that students can access learning in a general further education setting. They employ expert specialist staff and invest in high-quality resources, such as assistive technology. For example, deaf students use appropriate technology and one-to-one British Sign Language interpreters to enable them to work at the same pace as their peers. Students increase their confidence, make good progress and achieve their

qualifications at higher rates than their peers who do not have high needs.

- Highly skilled, well-qualified teachers on foundation programmes provide engaging lessons that help students to develop their skills well. They break down complex learning activities and concepts into smaller steps that students can understand. Consequently, students develop effective skills for independent living and work.
- On foundation programmes, teachers provide useful feedback on marked work that ensures students know what to do to improve their work. Students take pride in their work and respond well to feedback. Consequently, they produce work of a good standard.
- Students on supported internships with a major fashion retailer are very well prepared for work. They undertake helpful pre-placement travel training and off-the-job English and mathematics sessions tailored to their role in the workplace. They benefit from substantial, high-quality experiences of work. They exceed their employers' expectations and greatly increase their prospects of sustained employment.
- Too few students benefit from internal or external work placements. While most students engage in work-related activity and employability lessons, only around a third of those who could benefit from a work placement have the opportunity to experience one. The college's internal supported internship programme, on which eleven students are enrolled, does not meet the Department for Education's requirements for on-the-job training. Students on this programme do not spend enough time in the workplace. As a result, hardly any students progress from this programme to employment.
- Most teachers do not set precise enough targets, or monitor and assess progress well enough, in relation to the development of students' wider skills, such as communication and social interaction. Although information about students' individual needs and skills goals is available in students' education, health and care (EHC) plans, teachers do not incorporate this sufficiently in their planning. Lesson observations and conversations with students provide compelling evidence that students develop these skills. However, the lack of appropriate target-setting and progress-monitoring means that a small minority of students are not challenged to achieve all the targets in their EHC plans as quickly as they could.

Provider details

Unique reference number	130549
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	6,700
Principal/CEO	Sam Wright
Telephone number	01924 789789
Website	www.wakefield.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)	681	502	753	501	1,424	308	0	16
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	183	157	157	386	2	68		
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	153							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the executive director, quality and planning, 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

Rebecca Clare, lead inspector	Her Majesty's Inspector
Rachel Angus	Her Majesty's Inspector
Steve Hunsley	Her Majesty's Inspector
Anne Tyrrell	Ofsted Inspector
Philippa Firth	Ofsted Inspector
Tracy Gillett	Ofsted Inspector
Christopher Young	Ofsted Inspector
Alex Lang	Ofsted Inspector
Graham Cunningham	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019