

# Inspection of Leeds College of Building

Inspection dates: 22–25 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Adult learning programmes	<b>Good</b>
Apprenticeships	<b>Good</b>
Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Information about this provider

Leeds College of Building is a further education college with three sites in the city of Leeds. It provides specialist training for students and apprentices in construction and the built environment across the city, regionally and nationally. At the time of the inspection, the college had 963 students following study programmes across the full range of construction disciplines, of whom 525 were studying at level 1, 255 at level 2 and 183 at level 3. There were 325 adult students, around 2,000 apprentices, mainly completing apprenticeship frameworks, and 50 students who have high needs.

## **What is it like to be a learner with this provider?**

Students and apprentices enjoy their time at the college and the inclusive environment in which they study and learn. They are well behaved and show respect and tolerance towards each other, staff and visitors. They develop professional workplace behaviours and practices that employers expect in the construction and the built environment sectors.

Students benefit from a curriculum that is planned well and delivered effectively to enable them to build on their knowledge, know more about their subject and recall prior learning. Their understanding of theoretical knowledge helps them to develop their practical skills, which, with practice and encouragement from staff, they develop to a good standard over time. For example, students on an electrical course are able to produce complex wiring circuits from two-point perspective drawings. Students in joinery construct hip and valley roofs to a high standard and tight tolerances.

Students show positive attitudes towards their learning. They participate willingly in lessons, where they benefit from effective teaching that enables them to know more and remember more.

Students and apprentices work with and use high-quality, industry-standard resources to support the development of their practical skills. Teachers are skilled experts and have good experience in the construction and built environment industries. They use their skills and experiences well to provide effective learning activities for students and apprentices. For example, in plumbing, students' work is regularly assessed against the 'would you have this in your house?' or 'would you be happy paying for this?' standards, which supports the development of the ambition to reach the highest standards.

Students make good progress in developing their skills, knowledge and behaviours, and they achieve their qualifications well. A high proportion progress to their intended destination.

## **What does the provider do well and what does it need to do better?**

Senior leaders and managers successfully provide a curriculum that meets the specific needs of the construction and the built environment employment sectors. The curriculum is informed and developed through highly effective links with employer groups across the city region of Leeds and nationally. For example, managers have recently worked effectively with employers to develop and introduce a standards-based apprenticeship in transport planning and infrastructure for employers nationally. Managers have ensured that both craft and technical courses provide defined routes for students into higher education and employment.

Managers ensure that teachers maintain and develop their expertise through frequent professional development and participation in employer networks.

Consequently, teachers use up-to-date information about the construction industry to structure their curriculum and deliver course content in a way that enables students to quickly understand and gain the knowledge that they need. Teachers use their expertise well to ensure that students are able to recall information and put their training into practice by producing work to a high standard. For example, students are able to apply theoretical concepts to their practical work in recognising the importance of effective building insulation in the quest for sustainable construction and low carbon emissions.

Pastoral staff, teachers and managers provide effective support for students to ensure that they make good progress with their studies and enjoy their time at the college. Teachers and support staff are ambitious for all students and apprentices. For example, teachers ensure that students who have additional needs and those who have high needs benefit from support that is tailored to meet their specific requirements. This helps students to improve the knowledge, skills and behaviours that are expected in the construction sector. As a result, they make a positive contribution in their lessons and know more about their subject.

Managers and teachers have high expectations of students' behaviour and attitudes while at the college and for how students approach their studies. Most students have a positive attitude to their studies and behave well in lessons and in the social areas of the college. Students improve their confidence and resilience in adhering to the expected health and safety requirements of the construction sector. For example, they keep their work areas clean and tidy and report swiftly any breaches in legislation and any concerns that they have.

Teachers and staff provide effective and impartial careers advice and guidance for students. Staff focus effectively on the careers available in the construction and the built environment sectors. This provides students with useful information regarding employment and further learning, including progression to university and apprenticeships. Apprentices benefit from acquiring additional qualifications. For example, plumbing apprentices complete a gas installation certificate, which broadens their skills, adds their value to employers and improves their chances of promotion at work.

Leeds College of Building is well led. Governors, leaders and managers have an effective understanding of the quality of their provision. They ensure that teachers plan their curriculum and review its effectiveness to enable students to gain the skills, knowledge and behaviours that best meet their future career aspirations in the construction sector. Governors effectively challenge and support leaders and managers to continually improve the quality of provision.

A small minority of teachers do not determine students' starting points well enough to enable their students to build on their prior knowledge and understanding. As a result, these students do not routinely gain the skills and knowledge expected of them.

Too few students on level 1 programmes and in the provision for students with high

needs benefit from the opportunity to undertake on-site work experience to enable them to better appreciate the construction and built environment first-hand. However, they do participate in site visits and take advantage of attending talks from industry experts.

## **Safeguarding**

The arrangements for safeguarding are effective.

Governors and senior leaders have ensured that appropriate arrangements are in place for keeping young people and vulnerable adults safe. All staff are trained and kept up to date with any changes in legislation. Those staff directly responsible for safeguarding have forged strong relationships with external agencies across the city of Leeds, and they ensure that any referrals are seen through to a successful conclusion for the student. Leaders have ensured that managers are supported effectively in the safe recruitment of staff at the college and that policies and training assist managers in adhering to the safe recruitment practices. Students and apprentices know how to keep safe in the workplace and recognise the risks associated with radicalisation and extremism.

## **What does the provider need to do to improve?**

- Ensure that all teachers are aware of students' starting points in order for them to be clear about the skills, knowledge and behaviours that students need to develop to make the progress of which they are capable and for their next steps.
- Increase the opportunities for all students to experience the world of work through meaningful work placements which complement their studies in the construction sector.

## Provider details

<b>Unique reference number</b>	130542
<b>Address</b>	North Street Leeds LS2 7QT
<b>Contact number</b>	0113 222 6000
<b>Website</b>	<a href="http://www.lcb.ac.uk">www.lcb.ac.uk</a>
<b>Principal/CEO</b>	Mr D Whitehead
<b>Provider type</b>	General further education college
<b>Date of previous inspection</b>	28 November–1 December 2017
<b>Main subcontractors</b>	Shipleigh College Baltic Training Services Choice Training EAS Mechanical Barking and Dagenham College Bracknell and Wokingham College

## Information about this inspection

The inspection team was assisted by the vice-principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the further education and skills inspection handbook and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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