

# Inspection of Skegness College of Vocational Training Limited

Inspection dates: 11–14 February 2020

**Overall effectiveness** **Good**

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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>
Previous inspection grade	Good

## Information about this provider

Skegness College of Vocational Training (SCVT) was founded in 1975. It provides training for young people at Wilford Road, Algitha Road and Lumley Avenue in Skegness and from Freiston Lodge in Boston. Many, although by no means all SCVT learners come from difficult backgrounds or have had poor previous experiences of education and training.

At the time of the inspection, SCVT had 96 learners. Most study vocational programmes at levels 2 and 3. Around half take programmes in childcare, hairdressing or beauty therapy, alongside English and mathematics. Others take a mixed programme that includes more than one vocational subject, an employability skills qualification, and English and mathematics. Vocational subjects available to these learners are childcare, public services, sport, hospitality, travel and tourism, and retail.

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

Learners are overwhelmingly positive about their experiences at SCVT. In particular, they value the care and support that they receive from staff and the quality of teaching. They find the college to be a safe, welcoming and inclusive place. Their relationships with staff and other learners are good.

Many learners who have previously found attending school or college difficult are far happier at SCVT. Staff help to restore their self-belief and develop their confidence. Learners increase their aspirations because of the encouragement and guidance provided by staff. Teachers get to know their learners quickly and demonstrate a genuine concern for them. Learners appreciate the belief that teachers have in them and this motivates them to attend frequently and to work hard.

Learners benefit from good vocational training coupled with coaching that prepares them well for further study or employment. Teachers are knowledgeable about their occupational areas and use their expertise and contacts with local employers to provide helpful careers advice. This enables learners to plan well for their next steps.

Learners receive good support to help with any personal challenges they face and with any learning difficulties they may have. Staff work well with learners who have more serious behavioural and learning difficulties to overcome these and become more effective and independent learners.

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

Senior managers have constructed a curriculum that is well matched to local and regional employment priorities. In addition, they have designed programmes that meet the needs and aspirations of learners who might not otherwise participate in education.

Most teachers plan courses logically and coherently. They build on what learners already know and can do, ensuring that learners have a secure understanding of topics before moving on. Learners can recall what they have studied and are able to apply it in new contexts. However, mathematics teachers focus too much on preparing learners for examinations and too little on developing and consolidating learners' knowledge and skills. This means that not all learners fill the gaps in their knowledge well enough.

Teachers have a good level of expertise and up-to-date industry knowledge that they use to provide clear explanations of concepts and to assess learners' practical work accurately. For example, hairdressing and beauty teachers are current practitioners with their own salons and small businesses. They know the professional standards learners must reach and ensure that their work meets these.

Most teachers check learners' understanding frequently during lessons to identify gaps in their knowledge and any misconceptions they may have. Over the whole

course, they revisit topics often and provide opportunities for learners to practise and master skills. For example, childcare teachers frequently revisit the stages of child development and help learners to apply their knowledge to practical situations.

A few teachers rely too much on whole-group questioning to check understanding. This does not allow them to ensure that all learners have understood topics. Mathematics teachers do not always provide enough opportunities for learners to practise their skills.

Most teachers use written assessments well to help learners to use and develop their knowledge and understanding. They provide feedback to learners that is positive and motivational. This helps to build learners' confidence. However, on occasion, teachers do not provide feedback that includes the specific information learners need to improve their work. They often do not provide sufficient guidance to help learners to improve their writing. In English and mathematics, teachers do not make enough use of the results of assessments to inform their planning of future lessons.

Teachers use their industry expertise well to support learners to make decisions on their next steps and to provide impartial careers guidance. Learners rightly value their teachers' advice when they apply for jobs or further education courses. Learners cite the knowledge, skills and confidence they have gained at the college as key in making their next steps. As one learner stated, 'I have a clearer view of what I want to do in the future and what I need to do to get there.'

Most learners gain useful qualifications and develop the skills they need to find and sustain employment. A high proportion progress to positive destinations. The employability course provides a well-planned and coherent programme through which learners develop their understanding of the world of work. Hairdressing and beauty therapy learners participate in well-planned and useful work experience. However, leaders and managers do not ensure that work experience is part of other learners' programmes.

Managers and teachers set clear rules for learners' conduct that learners follow well. Teachers are very skilled at managing behaviour and intervene when learners become distracted in lessons. They maintain calm and orderly classrooms and ensure that learners can focus and study. In one childcare lesson visited, the teacher quickly addressed challenging behaviour by learners and re-established order in the lesson.

Managers monitor learners' attendance carefully and take swift and effective action when learners do not attend vocational lessons. Teachers support well the small number of learners who find it difficult to attend regularly or punctually due to serious personal difficulties. For example, they offer catch-up sessions and more flexible timetabling arrangements. However, attendance is too low in English and mathematics and staff have not done enough to improve it.

Staff provide a great deal of care and support for learners. This includes pastoral care for those who experience personal challenges and learning support for those who have a learning difficulty. For those with education, health and care plans, staff work well to provide learners with the skills they need to reduce their reliance on support.

Staff do not do enough to help learners to develop a good understanding of British values. Learners understand SCVT's values and expectations, and they participate in charitable and community activities. However, they do not develop their understanding of broader themes, such as the importance of democracy and the part they play in it.

Managers have identified correctly that they need to develop a broader range of processes to assess and improve the quality of teaching. They have drawn up plans to do this, but it is too early to see the impact. Although staff and managers meet frequently to discuss quality matters, these meetings are informal, and the outcomes are not adequately recorded. As a result, managers cannot monitor improvement actions effectively.

Managers have not provided enough opportunities for staff to improve their teaching skills. They have ensured that teachers frequently update their vocational expertise and receive appropriate training on qualification requirements, but they have not provided enough training that focuses on the craft of teaching or subject-specific pedagogy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders undertake appropriate safer recruitment activities and carry out necessary pre-employment checks. Staff have a good understanding of the behaviours and other signs that might indicate a safeguarding concern. They understand the referral process. Safeguarding staff record incidents effectively and take appropriate actions. They have good relationships with external agencies, which they use to support learners well. Learners feel safe and are clear about how to raise concerns. Most learners know about the risks they may encounter online. However, in their zeal to protect learners, staff are too cautious in their approach to exploring the risks of radicalisation and extremism with them.

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

- Leaders, managers and staff should review the reasons for low attendance in English and mathematics lessons and implement actions to increase it, as a matter of urgency.
- Mathematics teachers should place increased focus on identifying and addressing gaps in learners' skills and knowledge, so that learners develop a secure grasp of

fundamental principles. They should review curriculum plans to ensure that learners have enough opportunities to gain mastery of these topics.

- Leaders and managers should work with staff to ensure that relevant work experience forms a part of the curriculum for all learners who would benefit from it.
- Teachers should plan explicitly for the inclusion of themes related to British values within the curriculum.
- Leaders and managers should formally record the outcomes of quality improvement meetings. They should carefully monitor the implementation and impact of any agreed actions arising from these meetings.
- Leaders and managers should provide teachers with training and support to develop their teaching skills, including the use of questioning, feedback and using assessment outcomes to inform future planning.
- Leaders and managers should review and strengthen arrangements for teaching learners about the risks of radicalisation and extremism.

## Provider details

<b>Unique reference number</b>	54397
<b>Address</b>	2a Wilford Grove Skegness Lincolnshire PE25 3EZ
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<b>Principal</b>	Duncan Moffatt
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	24–27 November 2015
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection team was assisted by the general manager, 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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