

Short inspection of East Norfolk Sixth Form College

Inspection dates:

26–27 February 2020

Outcome

East Norfolk Sixth Form College continues to be a good provider.

Information about this provider

East Norfolk Sixth Form College (ENSF) is a medium-sized college located just outside of Great Yarmouth in Gorleston-on-Sea, Norfolk. ENSF has approximately 1,200 students on level 3 study programmes, most of whom study a combination of A or AS levels and applied qualifications. A further 214 students study qualifications at level 2, and 47 students are on level 4 programmes. The vast majority of students are under the age of 19. Around 60 students are in receipt of high-needs funding. ENSF does not work with any subcontractors.

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

Students learn in an environment that is highly conducive to learning. The college environment is highly effective in encouraging students' high aspirations, for example through the use of student alumni success stories. Staff take great care to ensure that students maintain a focus on their intended careers.

Students are passionate about their studies. They are highly motivated to achieve well, and value their time in learning. Students work independently. They make good use of college facilities to complete self-directed study outside of lesson times.

Students make swift progress in gaining skills beyond their vocational or academic subjects. They complete a vast array of additional activities within their learning programmes. For example, students participate in a combined cadet force, a range of well-being and sports clubs, Duke of Edinburgh Award and language programmes, including Mandarin. A very high proportion of students attend these activities. As a result, they broaden their knowledge beyond the content of formal qualifications.

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

Trustees and leaders effectively plan the courses on offer. They are well informed about skills gaps and priorities within their locality and plan new provision to meet these needs. For example, they have introduced a range of level 4 programmes in digital and media studies. Students, therefore, develop skills that enable them to gain employment locally. Trustees and leaders ensure that students bring higher level skills back to the area once they have completed higher education.

Staff plan the curriculum carefully to ensure students systematically build new knowledge. For example, in sociology, staff select topics that add the most value for their students. They take into account what students have already learned in other subjects. As a result, students gain a broader range of knowledge.

Most students can confidently apply key theoretical concepts to complete more complex activities. For example, in GCSE mathematics, students correctly recall their learning of different formulae. They apply their knowledge to calculate the radius and diameter of complex shapes. In business, students accurately apply their knowledge of different taxes. They can explain and calculate differences in APR and AER.

Teachers provide useful feedback to students on their assignments. This helps students make good progress over time. Consequently, students quickly act on their feedback to improve. Teachers ensure students are well prepared for their examinations. As a result, most students succeed and many achieve the high grades to which they aspire.

Students with high needs are effectively integrated into learning programmes. Teachers and support staff work together to support these students. Consequently, students with high needs achieve in line with their peers.

Staff provide useful careers advice and guidance for students. Most students progress to higher education or apprenticeships. The newly introduced 'futures' team supports students to gain real work opportunities. For example, students take part in extended work placements at the local hospital. A science charity offers students two-week internships with local companies.

Teachers are experts in their subjects. They can apply science and mathematical concepts to everyday lives and the workplace. For example, in physics, students learn about the radioactive properties of building materials. They then understand the need to use radioactive protective membranes when using granite.

Teachers often do not check students' understanding effectively in lessons. Teachers do not always identify quickly those who struggle to grasp concepts. Many students wait too long for teachers to help them in class. As a result, these students have misconceptions that impede their acquisition of new knowledge.

Teachers do not do enough to develop students' personal skills, such as resilience, independence and confidence to work with others. For example, students sometimes struggle to work with different people or those they are not friends with, and lack confidence to answer teachers' questions in class. This does not prepare students to develop the confidence needed to transition easily into higher education. A minority spend a third year at college before progressing.

Safeguarding

The arrangements for safeguarding are effective.

Students feel, and are, safe at college. They know how to keep themselves safe, particularly when online. Students know how to report concerns and who to report them to. Students receive thorough and contextualised training. As a result, they are aware of local issues and threats, and how best to avoid them.

Managers and teachers link effectively with external agencies. They identify, track and monitor all safeguarding concerns closely. All staff have regular safeguarding and 'Prevent' duty training. The trustee responsible for safeguarding is well informed about safeguarding at the college.

What does the provider need to do to improve?

- Leaders must ensure that teachers use effective methods to check students' understanding, including when students are hesitant to engage in lessons. Teachers need to ensure that students receive prompt help during lessons when required.
- Leaders and teachers must plan learning, and use assessment activities, that helps students quickly develop their confidence. They must ensure that students can progress more readily in their next steps.

Provider details

Unique reference number	145749
Address	Church Lane Gorleston Great Yarmouth NR31 7BQ
Contact number	01493662234
Website	www.eastnorfolk.ac.uk
Principal	Catherine Richards
Provider type	16-19 academy
Date of previous inspection	26 February 2020
Main subcontractors	n/a

Information about this inspection

The inspection was the first short inspection carried out since East Norfolk Sixth Form College was judged to be good in November 2016.

The inspection team was assisted by the 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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