

# Inspection of Eastleigh College

Inspection dates: 18 to 21 October 2022

## Overall effectiveness

## Requires improvement

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

## Information about this provider

Eastleigh College provides a wide range of vocational, further and higher education courses, and apprenticeships, from pre-entry level to level 5.

At the time of the inspection, there were approximately 1,100 learners on education programmes for young people studying a wide range of courses, including electrical installation, professional cookery and art and design.

The college has approximately 2,550 adults studying a variety of courses, including hairdressing and English and a range of online courses, including understanding children and young people's mental health. Apprentices work towards 30 standards-based apprenticeships at levels 2, 3, 4 and 5. Of the 760 apprentices, 225 were 16 to 18 years old. There were 52 learners in receipt of high-needs funding.

The provider works with six subcontractors.

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

Learners and apprentices benefit from a calm and professional learning environment. This ensures learners develop and maintain positive and respectful relationships with staff and each other. Most learners enjoy their learning and see the value in attending punctually. When they are absent, staff communicate with learners to explain missed content and offer useful catch-up activities.

Learners benefit from high-quality teaching that allows them to practise and develop new skills. Learners speak highly of their teachers and the support they provide. Learners produce work to a good standard. For example, learners on electrical installation courses take time to mark out their work skilfully and accurately to the correct dimensions. Learners take pride in their work and are proud of the skills they develop.

Learners on full-time programmes benefit from well-planned and appropriate employer interactions. These support them to develop wider skills such as confidence in their chosen vocational area and prepare them well for their next steps. For example, health and social care learners attending the NHS pathway value the significant skills they gain on placements in the local hospital.

Most learners make good progress and develop new knowledge, skills and behaviours. For example, learners study theory concepts before attempting and mastering practical techniques. As a result, learners quickly apply theoretical knowledge to practical tasks.

Apprentices learn new knowledge and skills that the significant majority effectively apply in their work settings. For example, an apprentice was able to tweak and improve the decontamination setup as a result of what they had learned at college. As a result, apprentices are gaining the skills required for them to be more productive in the workplace. Nevertheless, teachers do not ensure apprentices gain the skills quickly enough to achieve the apprenticeship within the expected time period.

Adult learners benefit from a range of part-time, online and distance learning courses to swiftly develop the skills required to enhance their career opportunities. For example, courses on autism spectrum disorder provide learners with knowledge and information that enables them to understand Asperger's syndrome and how to manage associated challenging behaviours.

Learners and apprentices feel safe at college and in the workplace. They understand the importance of health and safety and are able to apply safe working practices through the early development of these topics in the curriculum. If incidents occur, learners know how and to whom to report concerns. For example, dental nurse apprentices are able to recognise the signs of abuse in the workplace and can identify the appropriate person to report any worries.

## **Contribution to meeting skills needs**

The college makes a reasonable contribution to meeting skills needs.

Leaders, managers and governors know their region extremely well. They are very active and frequently communicate with relevant stakeholders to further understand their role in contributing to local skills priorities. For example, leaders develop effective employer partnerships through employer representative groups such as the Federation of Small Businesses, Skills for Logistics and the local NHS Trust.

Leaders utilise these partnerships in the majority of curriculum areas to enhance course delivery and prepare learners for their next steps. For example, professional cookery learners benefit from exposure to local chains and large franchise hotels, restaurants and specialist businesses like butchery and pastry. Plumbing learners have opportunities to engage with plumbing and heating organisations that provide an expert overview of modern construction methods and renewable technologies. Employers visit the college as guest speakers, attend careers fairs and provide work experience placements that in some cases lead to apprenticeships for learners. Leaders ensure that they work effectively with local stakeholders to understand the emerging skills needs of their region. For example, leaders work with lead partners on regional initiatives, such as the Institute of Technology and the potential Freeport, to understand employers' skills needs and inform curriculum planning.

Leaders engage with relevant educational partners, such as local secondary schools, other colleges and local universities, to understand the skills agenda in different sectors, agree on priorities, promote the curriculum and support learners' progression.

Leaders successfully work with Eastleigh Borough Council and Hampshire County Council to understand local demographics and provide solutions to the relatively high number of residents with no qualifications or low-level qualifications. Training programmes teach the skills learners need to enter the workforce, gain better job security or achieve promotion. For example, employees of the local NHS Trust benefit from the teaching of English and mathematics that supports them in their current job roles or to develop the skills needed to make progress in their careers. This has enabled healthcare workers to progress onto nursing apprenticeships or degrees.

Leaders and managers have been strategic and active in considering how they are contributing to skills needs. However, they have not yet ensured that all learners benefit from stakeholder engagement in the design, planning and teaching of the curriculum.

Governors offer a range of experiences such as finance and management that they use to support and challenge the senior team in their work to contribute to local skills needs.

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

Leaders and managers have a clear and carefully considered strategy for their curriculum offer. They have developed strong links with key stakeholders to help them understand local priorities. Leaders have significantly reduced their reliance on subcontracted provision since the last inspection. This has enabled them to focus on

meeting local and regional priorities. For example, leaders responded to the needs of local refugees from Afghanistan and Ukraine by providing additional English for speakers of other languages courses. As a result, these learners are able to access the services and support they need.

Learners' behaviour, including those on subcontracted provision, is positive. They participate well in lessons and enjoy their learning. They are aware of how the knowledge and skills they are developing will support them in their next steps and future careers. Learners on The Prince's Trust provision value the range of activities and positive interactions they are receiving. They recognise how the skills they are developing support their future ambitions.

Teachers logically structure and deliver the curriculum. For example, professional cookery learners learn health and safety, food hygiene and basic knife skills at the beginning. They then develop cooking techniques such as boiling, poaching and steaming, before attempting complex topics such as deboning meat and preparing shellfish. Learners studying electrical installations start by developing essential skills using hand tools, progressing on to more advanced activities using power tools. As a result, learners quickly master the most important basic skills, consolidating them through practice, before utilising them as they attempt more complex and challenging tasks.

Managers are ambitious for learners with high needs. They provide a curriculum focused on employment, accredited practical skills, mathematics and English and a programme of employment preparation. Many learners progress to a supported internship with employment preparation, leading to some learners gaining employment. Vocational teachers work effectively with support staff to provide appropriate support that enables learners to make rapid progress in their learning. Consequently, these learners remain in learning and achieve as well as their peers.

Teachers use assessment to understand adult and full-time learners' progress and provide constructive feedback on what they need to do to improve. Psychology learners on access to higher education are clear on how to improve following effective feedback on the structure and referencing of their assignments. As a result, learners continually improve their skills to achieve higher grades.

Teachers do not routinely provide learners in vocational areas with feedback on the spelling, punctuation and grammar of their written work. As a result, learners continue to make the same errors and do not always have effective support to develop and maintain these skills over time.

Teachers reinforce key knowledge and skills through repetition and effective and frequent questioning to check learners' and apprentices' understanding. In the most effective examples, questioning challenges learners to develop, analyse and apply their knowledge in different situations. As a result, most learners retain knowledge and skills and are able to apply these to new contexts.

Leaders offer an enrichment curriculum for learners studying full-time programmes, providing opportunities to participate in activities that develop their broader interests. For example, learners benefit from access to the gymnasium, mindfulness walks, five-a-side football and participating in the running of a small snack kiosk. Learners studying full-time programmes develop a good understanding of wider society and how to keep themselves safe and healthy through a tutorial programme that adapts to local or national events. However, very few adult learners and apprentices participate in these activities.

Apprenticeship teachers do not use assessment outcomes well enough to adapt teaching, set effective targets and provide feedback which sets out what it is that apprentices need to do to improve. As a result, too many apprentices do not complete their apprenticeship within the anticipated time. However, employers recognise the positive impact that their apprentices have in the workplace.

Managers and teachers do not ensure all employers are routinely involved in apprentices' progress reviews. Consequently, apprentices are not always aware of the progress they are making. Not all apprentices have the support they require to make expected and sustained progress.

Learners receive useful careers advice and guidance that ensures they are well informed about the wider opportunities open to them. Learners visit universities, receive support writing curriculum vitae and personal statements, benefit from employer interactions and attend careers fairs on campus. Learners benefit from established progression agreements between the college careers team and local universities. For example, a very high percentage of access to higher education learners progressed to their first-choice university.

Staff support well those learners who are at risk of leaving full-time education. They do this through personalised interventions and signposting them to other areas of study, which includes those outside the provider or employment. As a result, the large majority of young learners stay in education, employment or training.

Leaders ensure that staff benefit from a range of well-planned activities that improve their teaching skills and ensure they stay up to date with their vocational competencies and knowledge. As a result, most teachers use a range of creative, interactive and industry-standard resources to engage and stimulate learners.

Leaders' and managers' oversight of the whereabouts and well-being of children looked after and care leavers was limited at the time of the inspection. Consequently, there is insufficient oversight, support or challenge for the safeguarding and support of these learners.

Governors meet frequently and understand the strengths and weaknesses of the college. They challenge leaders effectively to take the actions they need to improve quality rapidly.

## **Safeguarding**

The arrangements for safeguarding are effective.

Learners and staff are safe and know who to contact if they have a concern. Leaders and managers ensure mandatory training in safeguarding and the 'Prevent' duty is updated annually by all staff. The safeguarding team attend relevant activities to keep updated on the latest information and intelligence about potential risks to young people.

Leaders' and managers' oversight of the whereabouts and well-being of children looked after and care leavers was limited at the time of the inspection. Consequently, appropriate communication with social workers and virtual colleges was not timely. Leaders and managers responded swiftly to the concerns raised by inspectors, contacting all children looked after, their social worker or carer and then updating records. Leaders have developed an appropriate action plan to ensure all safeguarding arrangements for children looked after and care leavers are now effective.

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

- Leaders, managers and governors must ensure they understand and fulfil their legislative responsibilities to children looked after and care leavers. They should ensure sufficient oversight of the whereabouts and well-being of these learners.
- Leaders, managers and teachers must ensure apprentices' assessment outcomes are used effectively to ensure teaching supports apprentices to improve.
- Leaders and managers need to ensure employers are involved throughout the apprenticeship, so they are aware of their apprentices' progress and the support they need to improve and achieve within the expected period.
- Leaders need to ensure vocational teachers support all learners to develop and maintain their English skills.

## Provider details

<b>Unique reference number</b>	130692
<b>Address</b>	Chestnut Avenue Eastleigh Hampshire SO50 5FS
<b>Contact number</b>	02380911000
<b>Website</b>	<a href="http://www.eastleigh.ac.uk">www.eastleigh.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Paul Cox
<b>Provider type</b>	General further education college
<b>Date of previous inspection</b>	4 to 7 December 2018
<b>Main subcontractors</b>	Hampshire and Isle of Wight Fire and Rescue Service MYF Training Limited Runway Training (Runway Apprenticeships Limited) The Skills Network Limited (SCT) Sutton Coldfield Training Limited UCEM (University College of Estate Management)

## Information about this inspection

The inspection team was assisted by the vice principal quality, compliance and improvement, 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 visiting 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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