

# Short inspection of Elliott Hudson College

Inspection dates:

9 and 10 May 2024

## **Outcome**

Elliott Hudson College continues to be an outstanding provider.

## **Information about this provider**

Elliott Hudson College is a 16 to 19 academy and part of The GORSE Academies Trust. It provides A levels in over 30 subjects with psychology, mathematics and business being the most popular. It also offers 11 applied general qualifications, including health and social care, applied law and information and communication technology. At the time of the inspection, there were 1,195 students.

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

Students flourish at this outstanding college. They are inspired to do their best, supported to overcome barriers and empowered with the knowledge and skills to be successful. Leaders and teachers have clear and high expectations of what their students can achieve, and students live up to these expectations, enabling them to meet and exceed their goals.

Students are highly motivated to learn and develop their individual skills and ambitions. Attendance is very high. Students value the sense of community where they can be their authentic selves, celebrate their differences and rejoice in what makes them unique. Leaders enhance students' commitment through strategies such as 'raise your grade', in which many students take part to collect rewards for putting in extra effort with their studies.

Students benefit from high-quality careers advice and guidance, and are prepared exceptionally well for their next steps. They gain a deep understanding of the options available to them and make very well-informed choices. Students have frequent contact with universities and employers, have opportunities to take part in mentor schemes with large employers and complete relevant and useful work experience.

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

Leaders have a strong and ambitious vision for their college, with a particular focus on social mobility. They ensure that young people from disadvantaged backgrounds have priority access to the high-quality education that they provide and that students receive the right individual support to thrive. Leaders and staff share the ethos that every student can succeed, regardless of their background or the difficulties that they may encounter. They have a comprehensive understanding of effective contemporary teaching strategies, which creates a culture centred around highly effective teaching.

Governance is strong, through a local governing body and a trust board. Governors provide rigorous scrutiny and ask perceptive questions to leaders. Governors and trust colleagues often come into the college to speak with students and staff and have a sound understanding of their day-to-day experience. They are passionate about the college's purpose and the valuable service that the college provides for the young people of the community.

Leaders have exceptionally rigorous quality assurance procedures, including frequent checking of students' work and visits to lessons, which are closely aligned to professional development activities. Using the principle of 'doing a little better each day', leaders create a culture of continuous reflection and development and persistently seek ways in which they can improve what is already a high-quality provision.

Teachers are experts, both in their subjects and the craft of teaching. They plan the curriculum very effectively, with a clear focus on developing fundamental skills first. For example, in A-level psychology, teachers start by teaching about research methods and analytical skills, which students later use to help them understand complex theoretical concepts and case studies. In health and social care, students learn about protected characteristics and how healthcare professionals treat service users with dignity and respect, which helps them later understand relevant legislation in the sector.

Teachers provide consistently high-quality teaching. They skilfully manage learning, adapting their pedagogical practice so that students learn most effectively. They break down difficult concepts into smaller chunks of learning that enable students to build their knowledge incrementally. For example, in A-level biology, students learn the individual structures and functions of the cardiovascular system before exploring it as a whole, which gives them a stronger understanding and enables them to achieve well in assessments.

Teachers use a wide range of formal and informal assessment strategies successfully. These include highly skilful questioning to check that learning has been absorbed and understood, and highlighting sections of work which students can consider and strengthen. Formal feedback from teachers is provided by way of a consistent approach which identifies strengths, how to make improvements and time

for reflection. Students know precisely how they can improve and gain higher grades.

Teachers develop students' academic skills very well throughout their studies, including in English and mathematics. In A-level business, students learn how to analyse data on market share in a competitive environment. In A-level biology, students develop their essay-writing skills and use of scientific terminology. All students in their first year study an additional qualification, with the vast majority taking the extended project qualification or core mathematics. This helps to develop the academic skills that they need now and in the future.

Students are prepared well for their examinations. Teachers equip students with helpful strategies which enhance their ability to organise their thinking and apply their learning logically. They give time for guided and independent practice, which increases students' confidence and self-belief in their ability to succeed.

Students make significant progress from their starting points during their time at college. They learn substantial new knowledge and skills rapidly. Almost all students successfully complete their courses and achieve their qualifications, many exceeding their predicted grades.

After college, three quarters of students progress to higher education, with many being the first in their family to go to university. Nearly all of the remainder progress into the world of work, including to higher-level apprenticeships with renowned employers or employment with training opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Provider details

<b>Unique reference number</b>	141940
<b>Address</b>	The White Rose Office Park Millshaw Park Lane Leeds LS11 0LT
<b>Contact number</b>	01133 239 777
<b>Website</b>	<a href="http://www.elliottHUDSONcollege.ac.uk">www.elliottHUDSONcollege.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Lee Styles
<b>Provider type</b>	16 to 19 academy
<b>Dates of previous inspection</b>	7 to 9 March 2018

## Information about this inspection

The inspection was the first short inspection carried out since Elliott Hudson College was judged to be outstanding in March 2018.

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 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

Karen Anderson, lead inspector

His Majesty's Inspector

Mark Keen

His Majesty's Inspector

Anne Tyrrell

Ofsted Inspector

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