

# Kings International College for Business and the Arts

## Inspection report

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<b>Unique Reference Number</b>	132268
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	341331
<b>Inspection dates</b>	27–28 January 2010
<b>Reporting inspector</b>	Joanna Beckford-Hall HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	685
Of which, number on roll in the sixth form	59
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anji Patterson
<b>Headteacher</b>	Mr John Edwards
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	Watchetts Drive Camberley Surrey GU15 2PQ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors spent the majority of time looking at the quality of students' learning. They visited 24 lessons, scrutinised students' work and watched enrichment sessions taught as part of the timetable. Inspectors held meetings with senior and middle leaders, the Chair of the Governing Body, students and a representative from the local authority. They observed the college's work and looked at documentation including improvement plans, tracking and monitoring data and minutes of governing body meetings. Inspectors analysed the responses to questionnaires received from staff, students and 98 parents. In addition, the lead inspector invited the principal and an assistant principal to observe the end-of-day inspection team meetings.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following:

- the extent to which attainment is rising
- the progress made by all students and levels of challenge students receive in lessons, especially students who speak English as an additional language and more-able students
- the quality of teaching across the college and how effectively marking helps students improve their work
- the capacity of leaders to secure improvement and raise achievement for all students.

## Information about the school

Kings International College for Business and the Arts is a smaller-than-average secondary school with a very small sixth form. The college has above average student mobility and the proportion of students who speak English as an additional language has risen over the last two years to well above average. The proportion of students with special educational needs and/or disabilities is above the national average and the majority of these students have specific learning needs. The proportion of students eligible for free school meals is below average. The large majority of students are of White British ethnicity but the proportion of students from minority ethnic groups is above the national average.

The college achieved Business and Enterprise specialist status in 2004. The college is part of the Surrey Heath Area Partnership for Education (SHAPE), developing diploma provision across several schools.

At the previous inspection in December 2008 the college was judged to need significant improvement and was given a notice to improve.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The main reasons why the college's overall effectiveness is inadequate are:

- senior leaders and governors have not shown the capacity to secure rapid enough improvement in the areas of weakness identified at the last inspection
- attainment has remained low in English for three years, achievement overall is inadequate and too few students make good or better progress to secure above average attainment by Year 11
- the use of assessment is inadequate because information about students' attainment is not used effectively to plan appropriate learning for all
- the overall effectiveness of the sixth form is inadequate and it is not providing value for money.

At the last inspection, the college was asked to improve the rates of progress made by all students and secure better achievement, particularly in English and science. This has not happened. Standards have declined over three years and the large majority of students make satisfactory progress, not the good progress needed to improve standards. The percentage of students gaining five or more GCSE A\* to C grades dropped from above average in 2006 to significantly below average over the last two years. When English and mathematics are included the percentage is significantly below the national average. The proportion of students achieving higher grade passes of A\* or A at GCSE remains well below the national average. In 2009, eight subjects, including English and science, were significantly below average in the percentage of students achieving passes at A\* to C grades. Students with special educational needs and/or disabilities and those who speak English as an additional language make satisfactory progress because of successful intervention to support their learning.

While there is some good teaching at the college, students' overall achievement is inadequate because there is neither sufficient nor consistent good or outstanding teaching to help students make rapid progress and reach higher standards. Inspectors also saw inadequate lessons. In good lessons, teachers use assessment information to plan learning that supports satisfactory and sometimes good progress, but effective use of assessment data is inconsistent across the college. In too many lessons students make only satisfactory progress because tasks are not well matched to their capability. Too few students receive sufficient challenge in lessons.

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While students know their targets, the majority could not identify how marking helps them make progress. They were also unable to describe their own improvement targets, other than those on prepared target sheets. Improving the quality of marking was an area for improvement identified at the last inspection and this has not been successfully addressed. There is too much variability both within and across departments. Some books had not been marked since October 2009.

Senior leaders jointly observed some lessons with inspectors. Their judgements broadly matched those of inspectors but the overall profile of the college's own monitoring is more positive than seen on this inspection. More frequent monitoring of the quality of teaching is starting to identify best practice across teaching teams but is not detailed enough in examining the learning of different groups of students. Leaders have not undertaken rigorous analysis of the performance of different groups of students. The progress of White British students is unsatisfactory and equality of opportunity is inadequate.

Improved attendance and reduced levels of persistent absence have resulted from the effective work of pastoral leaders and the educational welfare officer to support disaffected and potentially vulnerable students. The provision for the care and welfare of students are more successful features of the college's work and procedures for safeguarding students are good.

Senior leaders and governors have not secured the improvements that were necessary to raise students' achievement quickly. Middle leaders have benefited from external support but, taken overall, capacity to improve remains fragile.

## **What does the school need to do to improve further?**

- Rapidly ensure that students' attainment meets or exceeds national levels at both Key Stage 4 and in the sixth form.
- Significantly raise the proportion of teaching which is consistently good or better to at least 75% by July 2010.
- Rigorously embed the use of assessment in lesson planning and teaching so that:
  - lessons meet the needs of every student
  - higher achievers and gifted and talented students receive significantly more challenge in lessons
  - the pace of lessons is brisk and fully exploits the 75 minutes of teaching time, providing extension tasks as well as opportunities for some students to work at a slower pace than their peers
  - marking is much more detailed and gives students clear advice so that they know how to improve their work.
- Review the quality of the sixth form provision to secure better outcomes for sixth form students.
- Secure much greater capacity for improvement by:
  - establishing more penetrating insight into the progress of all student groups

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- sharpening the understanding of effective teaching in every department
- raising the expectations of all leaders and teaching staff to more quickly secure improvement.

**Outcomes for individuals and groups of pupils****4**

Students told inspectors they enjoy college. When lessons are interesting they work well in groups and solve problems by thinking creatively. However, students describe how some lessons are always teacher-led, that they work on the same tasks regardless of ability, and few teachers set extension tasks. Inspectors' lesson observations confirmed this. While teaching overall is satisfactory, there is too little that is good or better. Students are not sufficiently challenged to make good progress.

Students join the college with attainment just below average. By the time they leave in Year 11, attainment is significantly below average and students do not achieve the expected outcomes in their GCSE courses, indicating inadequate progress. Although the majority of students now make broadly satisfactory progress in their lessons, the rate of improvement is not quick enough to make up for previous inadequate achievement. Underachievement is most marked for White British students, girls and students who are more able, including gifted and talented students. Girls' attainment fell significantly in 2009 and a gap still exists between the attainment of boys and girls. The small minority of students from minority ethnic groups make better progress than White British students and their attainment has been average for the last two years. Students' attainment is above average in dance, drama, design and technology and applied business studies, but student numbers are small in these subjects.

Students feel safe and possess a good understanding of contemporary issues such as knife crime and drugs awareness. Students say bullying is rare and mentoring of Year 7 students creates good relationships between older and younger students. A very small minority of parents commented about poor behaviour. Inspectors judged behaviour to be satisfactory and students are confident that any minor disruption is quickly dealt with. Fixed-term exclusions have risen this year, as a result of more stringent enforcement of the behaviour policy.

Spiritual, social and moral awareness is well developed but students' understanding of cultural diversity is more limited. Students know about different cultures and traditions but there are missed opportunities to celebrate the ethnic diversity of the student population more widely. Students from minority ethnic groups are not always represented on student committees.

Students' good understanding of fitness and health is complemented by high participation in sports. The business specialism provides varied enterprise activities helping students learn about business operations such as marketing, budgeting and team building. Weak outcomes in literacy, information and communication technology and, for some students, numeracy do not support skills acquired through enterprise activities. Provision for future economic well-being is inadequate.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Inspectors saw good lessons characterised by planning with defined outcomes, skilful questioning probing students' knowledge, group work interchanged with independent learning and use of peer observation to develop evaluative skills. These characteristics were seen in dance, drama, technology, French, history and some mathematics lessons. Coupled with an energetic pace, these lessons kept students highly motivated. Good lessons contrasted sharply with the satisfactory and inadequate lessons seen by inspectors.

In satisfactory lessons, learning was overly led by the teacher who took students through activities linked to assessment and examination requirements, limiting creative and critical thinking. All too often, all students were expected to do the same work. Some gifted and talented students made inadequate progress. The pace was not stimulating and students sometimes finished their work, but were not then given extension tasks.

Use of assessment data to incisively plan learning matched to the differing abilities of students is inadequate. A gap exists between the increasingly coherent tracking data

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and how teachers use it to plan learning that swiftly accelerates progress. Consequently, as students move through the college the mixture of satisfactory, good and inadequate teaching is not helping students make the progress necessary to substantially raise achievement.

The curriculum meets statutory requirements and at Key Stage 4 a balance of academic and vocational courses, including diplomas delivered in partnership with local schools, is welcomed by students. Learning and thinking skills are used increasingly well in different subjects at Key Stage 3 and in the personal development programme, steadily improving literacy skills. The vibrant enrichment programme offers many opportunities in the arts, media, business and sports. Inspectors saw activities, including the gospel choir, a geography group developing its own weather station, and a group exploring wedding planning linking religious education and design, that effectively promoted personal and creative development.

The curriculum is not imaginatively taught, for example because of missed opportunities to exploit information and communication technology.

Liaison work with local primary schools leads to focused transition arrangements from Year 6 to Year 7, and parents expressed gratitude for this smooth process. Coordinated work with external agencies provides sound support to families and students who are potentially at risk or vulnerable. Support for students with particular learning needs is more effective than support offered for the majority of the students in sustaining continuous improvement in learning. A few students who miss work through absence do not receive enough guidance about how to catch up with missed work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The college's self-evaluation is overly generous. It fails to recognise the slow pace of improvement that has not secured better outcomes for all students. Senior leaders rightly point to an improved system for tracking progress. While this is securing satisfactory progress and quicker identification of students at risk of underachieving, there is inadequate use of this data in lesson planning for different groups of students. Standards in English are not rising quickly enough and, in too many subjects, attainment in Year 11 is significantly below national averages. Targets in lessons are still not challenging enough for more-able students.

Turbulence in staffing has hindered students' progress. Students comment that many



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changes in teaching staff have affected how they develop a coherent understanding of key subjects over time, as well as affecting regularity and consistency in the marking of their work. A few parents echoed this view, worried about how their child's progress was interrupted by changes in staffing. Forty one staff completed questionnaires, with polarised views about the college. The majority indicated satisfaction and enjoyment as a member of staff but a small minority expressed worry about the day-to-day running of the college.

Safeguarding procedures meet statutory requirements. Governors and leaders secure effective practice in safeguarding training to keep students safe. Safeguarding is a good aspect of the college's work.

The governing body is supportive of the college but governors have not been judicious enough in asking challenging questions of leaders about the college's performance. Recent governing body minutes show increasing rigour but have not yet compensated for the legacy of not tackling problems in the past.

The college promotes community cohesion and has established both local and international links which develop students' knowledge of different faiths and cultures. Evaluation of the impact of community work is underdeveloped.

Educational outcomes for students are inadequate. The college does not provide value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

**Sixth form**

Students feel well cared for and enjoy opportunities to work with students in Key Stage

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3 and 4 in fundraising, mentoring and whole-college events. They appreciate trips which inform their study but few take advantage of the sports opportunities at the college. They receive appropriate careers guidance to help them with university applications and employment decisions.

Senior leaders try to match curriculum provision to the needs and interests of students but scope for development is restricted because of small numbers and staffing within a deficit budget. The college's decision to implement a full review of the provision acknowledges the challenges it faces but the effectiveness of leaders in driving improvement is inadequate. Development is severely limited by inconsistent use of tracking data across all subjects, limited analysis of performance and retention data divided by student groups, and inadequate self-evaluation and action planning.

A very small proportion of Year 11 students stay on to the sixth form, with two or three students in some lessons. Lessons are variable in quality. The best lessons offer good opportunities for students to learn through debate and activities which progressively secure deep understanding of the objectives of the lesson. Some inadequate and barely satisfactory teaching does not help students make progress because there is a lack of coherent development in the learning, the pace is too slow and students do not develop the critical thinking skills that are vital for more advanced study.

For the large majority of students, attainment across courses is low. Those studying GCSE English and mathematics, functional skills courses at level 2 and the small number completing the International Baccalaureate make inadequate progress. The success of the new BTEC courses, such as the performing arts course, show slightly better progress for students, with a small minority exceeding targets to gain distinction awards. Progress in lessons is not helped by poor attendance.

The sixth form is not providing value for money and outcomes for students are inadequate.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>4</b>
Taking into account:	
Outcomes for students in the sixth form	4
The quality of provision in the sixth form	4
Leadership and management of the sixth form	4

**Views of parents and carers**

A small proportion of parents completed the inspection questionnaire. The very large majority were favourable in their views of the college. Positive comments were related to effective care of students, enrichment opportunities and the ethos of the college. The proportion of parents who expressed more negative comments is a concern. Comments indicated frustration with a lack of homework, poor quality of teaching in some

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departments, high staff turnover, deterioration in their child's progress and concern that information is not shared regularly enough about students' progress. Inspectors agree that some of these concerns lead to inadequate outcomes for students.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings International College for Business and the Arts to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 685 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	36	55	56	3	3	2	2
The school keeps my child safe	39	40	53	54	4	4	1	1
The school informs me about my child's progress	41	42	45	46	7	7	1	1
My child is making enough progress at this school	33	34	49	50	13	13	0	0
The teaching is good at this school	28	29	61	62	5	5	1	1
The school helps me to support my child's learning	35	36	46	47	9	9	4	4
The school helps my child to have a healthy lifestyle	25	26	63	64	5	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	32	46	47	9	9	0	0
The school meets my child's particular needs	34	35	52	53	7	7	0	0
The school deals effectively with unacceptable behaviour	24	24	56	57	10	10	4	4
The school takes account of my suggestions and concerns	30	31	50	51	7	7	0	0
The school is led and managed effectively	35	36	55	56	2	2	2	2
Overall, I am happy with my child's experience at this school	56	46	40	41	10	10	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 January 2010

Dear Students

Inspection of Kings International College for Business and the Arts, Camberley GU15 2PQ

Thank you for the welcome you gave the inspection team when we visited your college. We enjoyed talking to you and were pleased to hear that most of you enjoy your education. The large majority of you arrive at lessons with good attitudes to learning. Your enrichment programme is enjoyed by many and we agree it gives you scope for personal and creative development. You feel safe and have a secure understanding of why good fitness and health help you learn more effectively. Your progress is better in lessons where different types of activity help you quickly develop new skills and knowledge.

Although you told us you enjoy college, inspectors judged that you are not making as much progress as you should. We judged that, although teaching is satisfactory and sometimes good, there is too much teaching that does not give you the right amount of challenge to help you reach high standards in your work. Examination results in Year 11 and in the sixth form are too low. The college has been placed in 'special measures' and support will be provided to help it improve.

The inspection team has asked the governors and senior leaders to:

- rapidly improve achievement for all students
- make as many lessons as possible good or outstanding by July 2010, providing you with learning that matches your individual needs and challenging those of you who are ready for more demanding work
- make sure that marking gives you clear advice about how to improve your work
- ensure that all leaders are driving forward improvement quickly and rigorously so that your college gives you every chance to succeed in the future.

Inspectors will regularly visit your college to monitor progress.

We wish you the very best for the future.

Yours sincerely

Joanna Beckford-Hall

Her Majesty's inspector

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