

Cheadle & Marple Sixth Form College

Inspection report

Unique reference number: 130515

Name of lead inspector: Patrick Geraghty HMI

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Type of provider: Sixth form college

Address: Cheadle Road
Cheadle Hulme
Stockport
Cheshire
SK8 5HA

Telephone number: 0161 486 4600

Information about the provider

1. Cheadle and Marple Sixth Form College is located in the Metropolitan Borough of Stockport. The college operates on two main campuses approximately nine miles apart, one in Cheadle Hulme and the other in Marple. The Marple campus operates on two sites at Hibbert Lane and Buxton Lane.
2. The college offers a broad range of courses in 12 of the 15 sector subject areas. There are 2,600 full-time learners aged 16 to 18 studying a mix of provision which is approximately 85% at advanced level, 11% at intermediate level and 4% at foundation level, entry level or pre-entry level. There are campus differences relating to the mix of provision which has occurred in response to the changing high school curriculum and to meet students' educational needs through inclusive entry qualifications. A higher percentage of intermediate level and vocational provision is delivered on the Cheadle Hulme campus.
3. Less than 5% of the Stockport population are from minority ethnic backgrounds. This is reflected at the Marple campus where 'White-British' students make up 97% of the 16 to 18 year old students. The borough of Stockport is relatively prosperous although pockets of social and economic disadvantage exist. The catchment area of the Cheadle Hulme campus includes 32% of students who live in areas with 'widening participation' postcodes. The equivalent figure for Marple, where 24% of the student population travel from Tameside and Derbyshire, is 10%.
4. Around 1,500 adults are enrolled on responsive provision, of which 115 are full time; of these many study on the Access to higher education (HE) programme. The college recently received internal and external 'Matrix' accreditation, and was re-accredited for 'Investor in People'.

Type of provision	Number of enrolled learners in 2007/08
Provision for young learners: 14 to 16	39 Young Apprenticeship learners 78 School Links
Further education (16 to 18)	2,644 full-time learners: 59 part-time learners
Foundation learning, including	281 full-time learners 352 part-time learners
Entry to Employment	N/A

<p>Provision for adult learners: Further education (19+)</p>	<p>115 full-time learners; 1,403 part-time learners Full-time equivalent: 396 learners</p>
<p>Employer provision: Train to Gain</p> <p>Apprenticeships</p>	<p>Level 2 175 learners Level 3 297 learners Level 4 56 learners Total Train to Gain = 528 learners</p> <p>Level 2 141 Apprentices Level 3 106 Apprentices Total 247 Apprentices</p>

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3

Subject areas	Grade
Health and social care	2
Science and mathematics	3
Leisure, travel and tourism	2
Language, literature and culture	2

Overall effectiveness

- The college's overall effectiveness is satisfactory. The college has demonstrated that it has good capacity to improve outcomes for learners and the quality of provision. Good progress has been made to tackle the areas of improvement identified at the previous inspection. Success rates show a steady year-on-year improvement. GCE A-level success rates are at the national average and GCE AS level just below: this represents a trend of improvement since the last inspection. The college has shown acute responsiveness to local learning needs through changes to the curriculum and improved partnerships. Vocational courses at both intermediate and advanced levels have increased and success rates for these courses are above the national averages with a significant trend of improvement. Success rates on adult courses at all levels are good. The completion of apprenticeship frameworks has increased and is now good. Train to Gain courses demonstrate a rising trend in success rates. However, a significant minority of more able students on some GCE courses do not perform to their capabilities.

6. The percentage of teaching and learning that is good or better has increased since the last inspection because of a greater focus on monitoring, evaluation and action planning for improvement. More learners have access to information technology to support their learning. Provision in three of the four subjects inspected was graded as good with the fourth satisfactory. However, the rate of progress varies across the college, data are not always used systematically to evaluate and improve all aspects of provision and some inconsistencies in quality assurance remain. Governors and senior managers are aware of the areas for improvement as well as the developing strengths of the college. Governors rigorously check college performance and hold managers to account. The college has worked hard to ensure that its finances are now sound.

Main findings

- Outcomes for learners are satisfactory. Success rates have risen steadily over the last three years. For students aged 16 to 18 success rates are generally in line with national averages. Success rates for adult learners and students on vocational courses are good. However, at GCE AS and A level a significant minority of learners do not achieve to their capabilities. Learners with moderate learning disabilities make good progress.
- Learners use safe working practices and feel secure and confident within the college's supportive environment.
- Teaching and learning are satisfactory. Systems for monitoring, evaluating and enhancing the quality of teaching and learning have improved. The percentage of good or better teaching has increased. Information learning technology (ILT) is used more effectively to enhance and support learning.
- Inconsistencies remain in the quality of teaching and learning. A minority of lessons lack effective planning, are too teacher centred and do not have sufficient pace. The sharing of good practice between subjects is not sufficient to drive an improvement culture across the whole curriculum. While the college's arrangements for moderating assessments are sound, there are variations in the effectiveness of assessment feedback.
- The college is responsive and effective in meeting the needs and interests of learners. A wide range of provision is offered at all levels. Careers education has improved since the last inspection. The Career Academy course and the extension of work experience have enhanced learners' understanding of the world of work. Guidance on progression to higher education is good. However, the analysis of progression data is underdeveloped.
- The college offers a good range of enrichment activities. Partnership with industry, schools and the community is good and mutually beneficial to learners in college and those in local schools. The football excellence programme has enabled students to develop links with the community. Employers' views are sought and acted upon to develop provision.
- Care, guidance and support are good. Teaching and specialist support staff provide highly flexible and responsive individual care and support. Vulnerable

learners and those with moderate learning difficulties benefit from the provision of good additional resources and specialist support. Tutorial arrangements are effective.

- Additional learning support is effective in enabling those learners that access the service to succeed and achieve their learning targets. Information advice and guidance about programmes at the college and other progression opportunities are good, easily accessible and valued by learners. Too many learners leave the college after their first year of advanced level studies without their destination being known.
- Governors and senior managers lead the college well in providing a clear strategic direction. Governors have a good understanding of areas for further improvement as well as strengths.
- The self-assessment process is satisfactory in leading to improved outcomes for learners. Realistic and challenging targets are set; most, but not all, are met. Since the last inspection, there has been sustained improvement in success rates, the proportion of teaching and learning that is good or better and tutorial provision. However, the rate of progress varies too much across the college and inconsistencies in the quality of provision remain.
- The promotion of equality and diversity is satisfactory. Participation and success rates for different groups of learners are monitored across the whole college. There is a narrowing of the achievement gap between different groups. The promotion of safeguarding procedures is good and the college fully meets its legal requirements. Health and safety have a high priority across all aspects of college work. Engagement with learners to help promote improvement is satisfactory.
- Efficiency measures have had a positive impact on the college's financial situation. The quality of accommodation is satisfactory overall.

What does Cheadle and Marple Sixth Form College need to do to improve further?

- Sustain and improve examination results and the progress that learners make so that the significant minority of underperforming courses is reduced by 2011. Ensure that the more able learners make sufficient progress to match and where possible exceed their capabilities.
- Ensure that the best practice in teaching and learning is spread more widely so that all learners have the opportunity to be challenged in their learning and achieve the results of which they are capable.
- Use assessment and tracking information more consistently across the curriculum and in the guidance and support learners receive so that all achieve the best possible outcomes of which they are capable. Link assessment more closely to target grades so that all learners have a clear idea of their progress and know what steps to take to improve.

- Reduce the percentage of students who fail to progress from the first to second year on advanced level courses. Improve the collection and analysis of destination data for those learners leaving courses early.

Summary of the views of users as confirmed by inspectors

What learners like:

- feeling safe within a relaxed and supportive environment
- good support for learning from tutors and support staff
- high quality of vocational courses and extent of guidance and support from tutors
- good additional learning support and particularly one-to-one or individual sessions with tutors
- practical lessons which develop skills and are interesting
- well resourced student learning centre and availability of ILT
- clear induction and good enrolment guidance
- good progression guidance especially to HE
- enthusiastic teachers who make learning interesting.

What learners would like to see improved:

- the high cost of car parking permits since September 2009
- some poor accommodation
- the unpleasant smoking areas located at the entrance of the college
- broader sports options
- more break-out recreational areas
- less variation in temperature in classrooms.

Summary of the views of employers as confirmed by inspectors

What employers like:

- very strong relationship and co-operation with college in mutually productive partnerships
- good communications with staff and managers at all levels
- how well the progress of learners is monitored and reported on by the college
- appreciation of the college's responsiveness to the needs of individuals and the local community
- the college's positive response to the needs of vulnerable groups
- respect and good behaviour shown by learners on placement.

What employers would like to see improved:
no recommendations for improvement were made.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. The college has good capacity to improve. Success rates demonstrate steady year-on-year improvement. Learners on vocational and adult courses make good progress. A significant minority of students on some GCE AS and A-level courses do not achieve in line with their capabilities. The whole college self-assessment is broadly accurate. While arrangements for quality assurance have been strengthened, there remains some variability in the quality of provision. Since the last inspection, the focus on teaching and learning has led to an increase in good or better teaching. The college has made good progress in recent years to develop effective partnerships. Management information is accurate. Senior management has successfully guided the college through a period of financial constraint and staffing reductions. Governors increasingly challenge managers and effectively scrutinise key aspects of provision.

Outcomes for learners

Grade 3

8. Outcomes for learners are satisfactory. Success rates over three years demonstrate a steady year on year improvement. For students aged 16 to 18 success rates are generally in line with national averages. While at GCE AS and A level many learners make good progress, a significant minority do not achieve to their capabilities. Some able students are not sufficiently challenged in their learning and consequently underachieve on some courses. The achievement of higher grades at GCE A level is below national averages. Too many learners do not progress into the second year on some advanced level courses.
9. For students aged 16 to 18 outcomes at intermediate level continue a steady improvement to just below national averages. The achievement of higher grades in GCSE mathematics and English are now above the national averages. Vocational courses at intermediate level demonstrate improved success rates and most recent data indicate that they are well above national averages.
10. Success rates for adult learners across all levels and for 16 to 18 year olds on most vocational courses are good. Success rates on apprenticeships and advanced apprenticeships and on Train to Gain courses show steady improvement over time and many are now good.
11. Learners with moderate learning disabilities, enrolled in the college's 'Choices' programme, make good progress towards acquiring life and employment skills. Success rates for different groups of learners are monitored across the whole college and actions have led to improvements. College data indicate a narrowing of the achievement gap between different groups of learners.
12. Learners use safe working practices and feel secure and confident within the supportive environment provided by the college. The college tutorial

programme covers several topics in promoting and developing healthy attitudes and lifestyles.

13. Individuals and groups of students undertake charity and volunteer work in the community. For example, adult students from horticulture courses have worked very effectively in a number of community projects. Support for charities often involves staff and students working together. The college is very responsive to community needs.

The quality of provision

Grade 3

14. Teaching and learning are satisfactory. Since the last inspection, systems for monitoring, evaluating and enhancing the quality of teaching and learning have improved. The percentage of good or better teaching has improved. A greater focus on developing variety in teaching and learning and extending the range of learning resources has impacted on learner outcomes and engagement. ILT is used more widely to enhance and develop learners' understanding.
15. Learning sessions that include group work, discussions and practical activities are most popular and effective. In some areas, such as language and literature, teachers use questioning techniques and extension materials to build learners' confidence and develop their aspirations. In information and communication technology, students' progress against aspirational targets is monitored thoroughly so that they know how well they are doing and confidently plan for improvement.
16. Too many inconsistencies in the quality of teaching and learning were observed. Some lessons lack effective planning, they tend to be too teacher led and operate at a pedestrian pace. The sharing of good practice between subjects where learners achieve good results and make good progress and those where progress is satisfactory and learning lacks challenge is not sufficient.
17. Assessment of apprenticeships and Train to Gain provision is good. Assessor visits to learners' workplaces are regular, training requirements are well planned and learners receive constructive feedback. The college's arrangements for moderating assessments are sound. The effectiveness of assessment feedback varies. Assessment and tracking information are not always used consistently across the curriculum to enable learners to achieve the outcomes of which they are capable.
18. Additional learning support needs are identified quickly and information on support needs is promptly fed back to teachers. However, not all teachers and tutors use this information well in lesson planning.
19. The college is responsive and effective in meeting the needs and interests of learners. A wide range of provision is offered at all levels. The curriculum is reviewed regularly to ensure that there is a good match between the offer and students' requirements. The development of more vocational courses provides

closer synergy between the school curriculum and the college offer. The new 14 to 19 diploma in society, health and development at advanced level was introduced in September 2009. The college introduced the International Baccalaureate in September 2009.

20. A Career Academy course in business studies has been established to enable advanced level students to develop their skills and personal confidence while undertaking a period of six weeks paid work experience. Over 600 students undertake work experience. The provision for adult learners includes Access to HE, focusing on social and teacher education. A good range of apprenticeship and Train to Gain programmes exists. The college has provided short courses with the aim of re-engaging those students who are not in education, employment or training from the local area, with some success.
21. Progression routes are coherent for students studying at different levels. At intermediate level students are guided to the most appropriate course. Students from vocational courses are as successful in gaining higher education places as those taking GCE A-level courses. The analysis of progression data is underdeveloped. Employers' views are acted upon to help shape provision, particularly for vocational courses and apprenticeships.
22. The college offers a good range of enrichment activities. Sixty different activities were offered in the 'options Xtra' in 2008/09 and over 1,500 students participated. The curriculum is enhanced by visits to local, regional and national events.
23. The college's partnership with industry, schools and the community is good and mutually beneficial to learners in college and those in local schools. The college is a centre of vocational excellence (COVE) for provision in care. There are productive links with local schools in transition arrangements, curriculum development and 14 to 16 youth apprenticeships. The partnership is extensive and also involves close working with other agencies.
24. Care, guidance and support are good. Teaching and specialist support staff provide highly flexible and responsive individual care and support. Vulnerable learners, and those with moderate learning difficulties, benefit from the provision of good additional resources and specialist support. Those receiving additional learning support do as well as and often better than their peers. Learner surveys and direct learner feedback to inspectors identify high levels of satisfaction in all aspects of the care, guidance and support. However, there is insufficient evaluation of the impact of support interventions.
25. Information advice and guidance about programmes at the college and other progression opportunities are good, easily accessible and valued by learners. Links with local and regional universities are good and progression to higher education is very good. Too many learners leave the college after their first year of advanced level studies without their destination being known.

26. Additional academic support sessions are available across all subjects. Law, humanities and psychology provide examples of subjects where the impact of these sessions on outcomes are closely monitored. However, attendance and work completed at these sessions are not sufficiently monitored across all subjects to make sure learners are making the progress they should.
27. Tutorial arrangements are good. The college has made significant changes to the tutorial system since the last inspection. Group tutorials include themes on well-being and improving study skills. Systems to monitor and improve attendance and punctuality are in place and work well in most areas. However, poor punctuality was evident in some sessions observed by inspectors.

Leadership and management

Grade 3

28. The college has undergone significant changes since the last inspection and has made satisfactory progress in developing a culture based on high expectations for learners. Realistic and challenging targets are set; most, but not all, are met. Governors and senior managers lead the college well in providing a clear strategic direction. Governors are rigorous in checking college performance and holding managers to account. The college is making good progress in developing its curriculum to meet the needs of learners and to respond to local and national priorities.
29. The self-assessment process is satisfactory in leading to improved outcomes for learners. Since the last inspection, there has been sustained improvement in success rates, a rise in the proportion of teaching and learning that is good or better and improvements in other areas such as tutorial provision. However, the rate of progress varies too much across the college. Data are not yet used systematically to evaluate all aspects of provision and there is a lack of consistency across the quality of provision.
30. The promotion of equality and diversity has improved since the last inspection and is satisfactory. The college is successful at recruiting students from a wide range of different backgrounds but is aware of the need to make further progress to ensure its staffing profile better matches the make up of the student body. Training is provided for all staff on equality and diversity and the college has in place appropriate policies and procedures to fulfil its legal requirements. Students are clear about college policies on harassment. A culture of respect for students with disabilities and/or from different cultural groups exists and regular celebrations promote diversity.
31. Safeguarding procedures are promoted well and the college fully meets its legal requirements. Health and safety have a high priority across all aspects of college work. Students say they feel safe and welcome the measures to improve safety on the campuses. Links with external agencies to identify and provide additional support for vulnerable young people are very good.
32. Engagement with learners to help promote improvement is satisfactory. Listening to the views of learners is more systematic than at the last inspection.

Learners are encouraged to participate in the student union and are represented on the governing body. The views of learners have been taken into account in changing aspects of the provision, such as the timetabling arrangements. However, the college recognises the need to develop student participation in its quality assurance procedures.

33. The college provides satisfactory value for money. It is driving up overall success rates and improving the quality of its provision. Efficiency measures have had a positive impact on the college's financial situation. The quality of accommodation is satisfactory overall, though it is dated and there are shortcomings in a few areas.

Subject areas

Health and social care

Grade 2

Context

34. Approximately 197 learners are enrolled on health and social care programmes and 50 on childcare and education programmes. Of these 240 are aged 16 to 18. Five hundred and fifty learners are on work-based learning programmes including apprenticeships and Train to Gain in both childcare and education and health and social care. The college also has a cohort of 10 young apprenticeship learners in health and social care and a small group of six on the 14 to 19 Diploma in society, health and development. Nearly all learners are female.

Key Findings

- Success rates have significantly improved over the last three years and on most courses they are at or above the national averages. A high proportion of apprentices successfully complete their programmes within their agreed time. The percentage of higher grades on some programmes is below the national average. Course retention is good. Poor punctuality, noted as an area of concern in the self-assessment, was observed in some lessons.
- The standard of learners' work is good. The work scrutinised during the inspection shows the establishment of good foundations in the development of analytical skills. Assessed work is of a high standard. Constructive feedback from teachers provides clear guidance for improvement.
- Overall teaching and learning are good. Sessions are varied and include a good balance of theory and practical activities. In the better lessons, teachers motivate and challenge learners. Assessment criteria are well linked to the activities and learners are able to generate evidence for their assignments. However, some learning activities do not meet the needs of all learners in the group, particularly the more able learners who require additional challenge.
- A broad range of provision and activities meets the needs and interests of learners. Enrichment opportunities are extensive and varied. Learners are involved in a range of activities including voluntary and community work such as working with Childline and assisting sight impaired travellers at the local airport. Good links have been established with a number of universities to provide residential and course extension opportunities. Enrichment activities support learners in their preparation for employment.
- Care, guidance and support for learners are good. Diagnostic assessments are completed early in the programme with learners referred to the learning support team when necessary. Information, advice and guidance onto courses are comprehensive. A wide range of support is in place including formal and

informal support provided by tutors, which is highly valued by learners; external agencies are used where necessary.

- Leadership and management are good. Self-assessment is largely accurate and the area has a realistic understanding of its strengths and areas for improvement. The provision is regularly and rigorously monitored with targets set for course and learner progress. Staff are well supported by managers. The promotion of equality and diversity is satisfactory.
- While data are gathered they are not always sufficiently analysed and actioned. For example, the outcomes of feedback from learners are inconsistently applied on a minority of programmes.
- Some accommodation, particularly at the Marple campus, is inadequate. Rooms are often too small and cramped. Some teaching rooms can only be accessed through other teaching rooms.

What does Cheadle and Marple Sixth Form College need to do to improve further?

- Further develop the expertise of staff to better provide effective teaching and learning. Adapt learning activities and resources to meet the needs of all learners including challenging the more able learners. Support learners to reach their full potential and increase the percentage of higher grades achieved on programmes.
- Analyse data and plan effective actions to ensure that learners' feedback impacts on programme planning and quality assurance. Standardise the evaluative use of data for improvement planning across all programmes to tackle current variability on a few courses.
- Monitor punctuality and further develop the strategies already in place for improvement.

Science and mathematics

Grade 3

Context:

35. There are around 1,800 enrolments in science and mathematics of which about 45% are at the Cheadle campus. A small number of students are aged 19 and over. The college offers a full range of GCE AS and A-level subjects, a BTEC in medical science and GCSE courses in mathematics, and human physiology and health care.

Key findings

- Success rates at both GCE AS level and A level are improving and are now close to national averages. Over a three year period there has been a steady improvement in success rates in most subjects but they remain low in GCE AS physics, mathematics and biology. Learners in GCE AS-level psychology make better progress than would be expected based on their prior attainment. Success rates in GCSE mathematics have improved and the proportion of learners achieving grades A* to C are well above average.
- More able students in GCE AS and A-level mathematics, physics and chemistry are underachieving. Value added data show that many learners who have the potential to achieve a high grade do not, particularly those learners with a target grade B.
- Teaching, learning and assessment are satisfactory. Better lessons are very well planned. Explanations are very clear and accurate and are supported by high quality workbooks. The use of ILT across the area is good. For example, this was used to particularly good effect in a GCE A-level chemistry lesson. In weaker lessons there is not enough questioning of learners to check their understanding. More able learners are not sufficiently challenged, especially in GCE AS lessons. Often a small number of learners arrive late and miss the start of the lesson. Work is assessed regularly but does not always give learners clarity about what they need to do to improve.
- Enrichment is good across the area but there is not enough to enhance the education of GCE A-level learners. Resources to support teaching are good. Laboratories are generally well equipped. All courses have bespoke work books and the use of computer-based resources to enhance learning is good. Learners value being able to access these resources from home.
- Guidance and support for learners are satisfactory. Progress reviews identify students in need of additional subject support. Here learners receive one-to-one support specific to their needs. This is very effective in some subjects but overall it needs to be more timely and better coordinated. Learners value this support and the more informal support they receive from their tutors. Subject reviews and progress reviews with the learners' personal tutors help them to set targets for improvement. They also receive helpful advice about career opportunities and HE applications.

- The range of provision is good. A wide variety of GCE AS and A-level courses and a BTEC medical science course are offered. An applied science course is to be introduced next year to provide an alternative route to university.
- Leadership and management are satisfactory. Managers in the area are working to promote a culture that aspires to continuous improvement. Lesson observations lead to targets for teachers as part of performance management. However, these targets are not sufficiently closely linked to the sharing of good practice. Better use of data is needed to inform managers of priorities and strategic planning for improvement. Equality and diversity are actively promoted as opportunities arise and are satisfactory.

What does Cheadle and Marple Sixth Form College need to do to improve?

- Work to sustain and improve examination results, especially in GCE AS courses that are underperforming. Improve the sharing of good practice between courses.
- Link assessments more closely to target grades so that learners have a clear idea of their progress and can plan for improvement.
- Improve questioning techniques in lessons to help students articulate their understanding better.
- Provide more challenge in lessons for more able students, particularly at GCE AS level. Provide more subject-based enrichment activities for second year GCE A-level learners to offer further challenge and increase learner aspirations and improve progress.

Leisure, travel and tourism

Grade 2

Context

36. Some 343 learners follow vocational courses in sport and travel and tourism. A further 166 are taking GCE AS or A level in physical education. Almost all of these are full-time learners are aged 16 to 18. Another 25 learners are apprentices in sport and active leisure.

Key Findings

- Success rates are high for full-time learners. On most courses they are at or above national averages. An improving number of apprentices complete their programmes successfully. However, GCE AS-level physical education learners and advanced apprentices are less successful. Progression to the second year on some level 3 courses is low.
- Many learners gain additional industry-relevant qualifications. For example, learners are offered the opportunity to undertake additional qualifications with cabin crew courses in travel and tourism and sport coaching on sport courses. These courses enhance employment opportunities. In practical situations, safe working practices are followed and healthy eating is a focus so as to enable an understand of how diet enhances better performance in sport.
- Teaching and learning are good. Learning activities include a good mix of practical activities and theory teaching. Teachers are particularly skilled at motivating and challenging learners to develop knowledge and understanding of the topics. In one particularly good lesson learners were able to identify the meaning of culture in relation to how sport raised awareness of equality and diversity.
- The proportion of outstanding teaching and learning is low. Learning activities sometimes lack sufficient planning to take into account the needs of all learners. The breadth of learners' abilities is not always fully considered and opportunities are missed to extend their learning and offer sufficient challenge to stretch the more able.
- Staff are well qualified and experienced. In sport all staff have relevant qualifications and experience in the area of coaching that supports the focus of sports courses in the college. In travel and tourism staff have teaching qualifications but many lack occupational expertise. In some cases staff have not undertaken any updating within industry for a number of years which impacts on the currency of their knowledge and practice.
- The college provides a good range of full-time programmes in both sport and travel and tourism with clear progression routes. Employer responsive programmes are available through the Young Apprenticeship and Apprenticeship programmes in active leisure. Full-time students are offered additional industry relevant qualifications to enhance progression opportunities.

- Good enrichment is offered through the football excellence programme. The course provides learners with the opportunity to undertake additional qualifications in football coaching and child protection through the Football Association.
- Learners receive good individual support. Teaching and coaching staff know their learners well and help build their confidence and self-esteem effectively.
- The promotion of safeguarding and equality and diversity are good. In sport learners study topics linked to safeguarding as an integral part of their course. Awareness of equality and diversity is raised and promoted through relevant topics.
- Leadership and management are strong. Curriculum management is effective and success rates continue to improve on most courses. Communication across the two sites is effective and staff work well as a team to ensure continual improvement.

What does Cheadle and Marple Sixth Form College need to do to improve further?

- Improve success rates on GCE AS level physical education so that they are at least in line with national averages.
- Improve the progression rate into the second year on some two-year advanced level courses.
- Increase the percentage of outstanding lessons. Develop the expertise of staff to enable better planning of teaching and learning activities so that the needs of all learners, including the more able, are fully met.
- Update occupational expertise of travel and tourism teachers to improve learners' experience.

Language, literature and culture

Grade 2

Context

37. The area has 1,266 learners on courses, of whom 1,026 are 16 to 18 year-olds and 240 are adults. Courses are offered in English at GCSE and English language, English literature and English language and literature at GCE AS and A level. Modern languages courses are offered in French, German and Spanish at GCE AS and A level and Latin and Spanish at GCSE level as supplementary courses. Classical Civilisation is offered at GCE AS and A level. Around 240 adults study National Open College Network (NOCN) Award in Languages courses at levels 1, 2 and 3 and specialist courses in lip-reading and British sign language.

Key findings.

- Success rates on GCE A-level courses in English and modern foreign languages are high. On most courses, these are at or above high national averages. On GCE AS courses, success rates are broadly average. Learners make good progress on English courses and on GCE A-level English literature it is outstanding. In modern foreign languages the rate of progress for too many learners, when compared to their starting point, is low. Success rates for adults on the Awards in Languages courses at levels 1, 2 and 3, and on the British sign language and lip-reading courses, are good. The rate of progression from GCE AS level to A level in modern foreign languages is low.
- Teaching and learning are good. Lessons are well planned, delivered with enthusiasm and expertise and engage learners. Teaching staff are particularly skilled at checking learners' understanding and providing further explanations. The development of oral skills is good. Formal assessments are scheduled regularly. Learners receive good, constructive written feedback with clear descriptions of what they need to do to improve. However, in a third of lessons observed insufficient extension work was provided for more able students.
- A good variety of courses in English and modern foreign languages meet the needs and interests of learners. In addition, advanced level classical civilization, GCSEs and adult courses complement a broad and balanced curriculum offer.
- Good enrichment activities enhance learning, help students to develop speaking and listening skills in modern foreign languages and extend their appreciation of texts in English. Learners on advanced German courses complete work experience in Germany. English students participate in creative writing workshops in liaison with a local university. An interesting programme of external speakers including most recently the poet laureate, Carol Ann Duffy, enhances learners' experiences.
- Care, guidance and support for learners are good. Extra support sessions in lunchtimes are well used by learners to improve their understanding of texts. Learners value the good personal and academic support offered by tutors.

- Curriculum management across English courses is good. Teachers work together to ensure a high quality experience for all learners. Equality and diversity are effectively promoted through the study of different languages, literature and subject cultural context. Recent changes to the management of modern foreign languages are beginning to drive forward improvements but it is too early to judge the full impact.

What does Cheadle and Marple Sixth Form College need to do to improve further?

- Develop learning resources and extension activities to stretch more able students so that they make better progress and achieve to their capabilities.
- Extend the sharing of good practice in teaching and learning so that the varied and active learning approaches observed in the better lessons inform planning of all provision in the area. Through the sharing of good practice improve the rate of progress made by students on some modern foreign language GCE AS and A-level courses.
- Reduce the proportion of students who do not progress from GCE AS to A level on modern foreign language courses.

Information about the inspection

38. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the college's Deputy Principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the local LSC or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
39. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)

Cheadle & Marple Sixth Form College

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners	3006	0	2644	115	247
Full-time learners	2107	117	59	1403	528
Part-time learners					
Overall effectiveness	3	n/a	3	2	2
Capacity to improve	2				
Outcomes for learners	3	n/a	3	2	2
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	3				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	3				
<i>How well do learners make a positive contribution to the community?*</i>	2				
Quality of provision	3	n/a	3	2	2
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	3	n/a	3	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

*where applicable to the type of provision

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Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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