

# South Leicestershire College

## Inspection report

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Unique reference number: 130750

Name of lead inspector: William Baidoe-Ansah HMI

Last day of inspection: 14 May 2010

Type of provider: General Further Education College

Address: South Leicestershire College  
Wigston Campus  
Station Road  
Wigston  
Leicestershire  
LE18 2DW

Telephone number: 0116 2885051

## Information about the college

1. South Leicestershire College, formerly Wigston College, is a general college of further education, which opened in 1970. Situated on the southern outskirts of Leicester, the college draws learners from throughout Leicestershire. The college serves the south of Leicester City and South Leicestershire, including the Harborough District.
2. In 2008/09 the college enrolled 9,736 learners following 13,827 qualifications. Some 81% of the college's learners are adults. Of these, 88% are sponsored by their employers. Most learners study part-time programmes. In 2008/09, 17% of learners studied full time programmes. The number of full time learners aged 16 to 18 years, is growing year-on-year. The college operates an apprenticeship provision, which in 2008/09 accommodated 203 learners aged 16 to 18 and 448 adults. The college has a significant number of minority ethnic learners who make up 35% of the college's population. The proportion of pupils gaining more than five high grades at GCSE including English and mathematics is 44.4 %, which is below the national average.
3. The college offers courses in 13 of the 15 sector subject areas. Two thirds of the college's provision is in health, public services and care; business, administration and law; retail and commercial enterprise and preparation for life and work.
4. The college has a Learning Innovation centre in Market Harborough; a construction skills centre in Wigston; a media centre in Leicester city centre which also houses a CoVE in enterprise and an employer responsive training centre on the outskirts of Leicester city centre.
5. The College's mission is, "to provide excellent and innovative vocational learning and so improve the life chances, employability and economic prosperity of our learners".
6. The college provides training on behalf of the following providers:
  - University of Northampton (Higher Education)
  - Leicester College (ESF Provision)

7. The following organisations provide training on behalf of the college:

- Develop Training (Apprenticeship)
- HIT (Apprenticeship)
- Anderson Stockley (Train to Gain)
- Brooksby Melton (Train to Gain)
- Innvation (Train to Gain)
- Pinpoint Training (Train to Gain)
- Quantum Training (Train to Gain)
- Rapid (Train to Gain)
- RDI (Train to Gain)
- Skillsgap (Train to Gain)
- Stockwood Consulting (Train to Gain)
- Taylor Services (Train to Gain)
- UHL (Train to Gain)
- Cornerstone Training (Train to Gain)

| Type of provision  | Number of learners in 2009/10  |
|--|--|
| Young learner provision:<br>14-16<br>Further education (16-18)<br>Foundation learning tier, including<br>Entry to Employment (E2E) | 504 part time-learners<br>641 full-time learners<br>324 part-time learners<br>277 full-time learners<br>162 part-time learners<br>0 full-time equivalent |
| Adult learner provision:<br>Further education (19+)  | 436 full time learners<br>878 part time learners<br>353 full-time equivalent   |
| Employer provision:<br>Train to Gain<br>Apprenticeships  | 5,091 Learners<br>665 apprentices  |

## Summary report

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

|   |         |
|---|---------|
| Overall effectiveness of provision                    | Grade 3 |
| Capacity to improve                                   | Grade 3 |
|   | Grade   |
| Outcomes for learners                                 | 3       |
| Quality of provision                                  | 3       |
| Leadership and management                             | 3       |
| Safeguarding  | 2       |
| Equality and diversity                                | 2       |
| Subject areas   | Grade   |
| Preparation for life and work                         | 2       |
| Business Administration and law – learner responsive  | 2       |
| Business Administration and law – employer responsive | 3       |

## Overall effectiveness

8. The college's overall effectiveness is satisfactory as are outcomes for learners. Success rates declined significantly in 2008/09 but remain broadly satisfactory. Outcomes for adults are better than those for 16 to 18 year old learners. Although outcomes for work-based learning and Train to Gain have been poor, they are improving. The quality of provision is satisfactory. Much teaching and learning is satisfactory and support for learners is satisfactory overall. The college has a good range of programmes, which meets the needs of learners, and has particularly strong partnerships with employers. Leadership and management are satisfactory, however the college's data and self-assessment are not always accurate. The promotion of equality and diversity, arrangements for safeguarding and governance are good.

## Main findings

- Overall college success rates declined significantly in 2008/09 but remain broadly satisfactory. Adults studying long courses at all levels achieve high success rates; but foundation and intermediate level courses for 16 to 18 year old learners have low success rates.

- Success rates for work-based learning provision, and Train to Gain timely success rates, are low. Learners generally achieve in line with the college average regardless of background.
- Teaching and learning are satisfactory. Learning resources and most classrooms are satisfactory. The college's well-established system for observing teaching and learning overstates significantly the proportion of good or better teaching. Written records of observations are weak and do not focus sufficiently on evaluating the impact of teaching on learning. Inspectors identified too much variation in the quality of lessons.
- Assessment and verification are satisfactory. Learners make good use of the learning resource centre and the college's virtual learning environment to enhance their learning.
- Overall, the college develops its provision effectively to meet the needs of its local community and employers, and is particularly successful in re-engaging those not in education, employment or training. However, not all learners have access to work experience, and the range of courses in a minority of curriculum areas does not provide sufficient pathways for progression.
- The college's approach to partnership work is good. It has developed and maintained a wide range of effective partnerships with key stakeholders such as schools, employers, universities and community groups. It uses these effectively to ensure that its curriculum offer enhances choices locally, meets the needs of learners and promotes social inclusion.
- Information, advice and guidance and initial assessment are good for learners attending college, and satisfactory for learners in the workplace. They are, however, under-developed on some courses provided in the community. Additional learning support and support for learners in the workplace are satisfactory.
- Leadership and management are satisfactory. The interim principal has skilfully begun to raise morale and implement appropriate actions following a period of uncertainty. A well-planned major capital project aims to enhance the facilities for teaching and learning.
- Governance is good. Governors have taken decisive and timely action in response to issues facing the college. Financial planning is good as are arrangements for safeguarding learners and promoting equality of opportunity.
- Arrangements for quality improvement and self-assessment have had insufficient impact. Data relating to learners' achievements have not been fully compliant with funding body requirements. The quality of provision has declined since the last inspection.

### What does South Leicestershire College need to do to improve further?

- Monitor closely the effectiveness and impact of actions taken to raise success rates, particularly in employer responsive provision.

- Ensure the rigour of the teaching and learning observation process to more accurately grade the quality of learning and identify the development needs of teachers.
- Identify and share good teaching and learning practices to ensure that all learners are suitably challenged during lessons.
- More systematically develop and map progression pathways, and monitor how effectively they are being used by learners.
- Ensure all full time learners on vocational and occupational courses have access to work experience, links with the work place and/or work assignments.
- Ensure that learners in the community and the workplace have access to the same quality of information, advice and guidance, initial assessment and support, as college based learners.
- Complete the changes to the management structure to ensure that there is sufficient capacity to drive improvement.
- Increase the effectiveness of course reviews by ensuring that they identify accurately key strengths and areas for improvement which are then used in action planning.
- Ensure that all data comply fully with the requirements of the funding bodies, and associated systems enable managers to use data for planning and review with confidence.

#### Summary of the views of users as confirmed by inspectors

##### What learners like:

- having assessors that are flexible and understand how we work
- achieving qualifications that lead to positive changes in the workplace
- the commitment and experience shown by lecturers
- the access to additional help for English and Maths
- the friendly staff
- the learning of good practical skills – what to do and what not to do
- ten out of ten for safety
- being treated like adults and working to industrial times at college.

What learners would like to see improved:

- clearer guidance on the benefits of being a college student for employed learners
- more computers in the library and more time allowed on computers
- broadband access when using own laptops into college
- the cramped rooms
- people smoking outside the front entrance.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the flexibility of staff in meeting business needs
- the effectiveness of communications
- making financial savings as a result of courses such as the business improvement techniques course
- the excellent teaching
- the good contact with assessors which ensures problems are solved quickly
- the college's ability to set up new courses such as a course in transport using experienced trainers with lorry driving experience
- the training which has allowed the better submission of tenders for work and has helped in setting pay rates and achieving government standards in care.

What employers would like to see improved:

- none mentioned.

## Main inspection report

### Capacity to make and sustain improvement

Grade 3

9. The recently appointed interim principal has introduced a number of changes designed to strengthen the college's capacity to improve. Further changes are planned and the college's new building aims to enhance the quality of teaching and learning for many. Governors contribute highly relevant skills and act decisively to remedy issues of concern. Just two areas for improvement were identified at the last inspection. The college has made satisfactory progress in rectifying them. The quality of lesson planning and assessment has improved. However, insufficient progress has been made in sustaining improvements in the quality of course reviews.
10. Quality improvement and self-assessment arrangements have not been sufficiently effective. Outcomes for learners, as well as the quality of provision have declined since the last inspection. The college is working strenuously to ensure that its management information system is fit for purpose. Improvements to several areas of the college's work are being introduced by the interim principal but it is too early to judge their full impact. Financial planning and monitoring are good and the college is able to respond well to local and national priorities.

### Outcomes for learners

Grade 3

11. Outcomes for learners are satisfactory. After a period of sustained improvement, the college's overall success rate declined significantly in 2008/09 to broadly the national average for similar colleges. Long course success rates for adults at all levels, and for learners aged 16 to 18 at advanced level, are well above the average. However, success rates for learners aged 16 to 18 on foundation and intermediate level programmes are below average. Key skills success rates declined significantly in 2008/09 and are well below the national average. Learners generally make the progress expected of them given their prior qualifications.
12. Success rates for the college's work-based learning provision are very low with low timely success rates. Train to Gain timely success rates are also low. Nevertheless, learners on these programmes are developing good work-related skills and knowledge. College data suggest that current retention for all college provision is high and has improved marginally on the same period last year. Attendance rates are similar to last year, in line with the college target.
13. Success rates for male and female learners are similar. Learners generally achieve in-line with the college average regardless of their background. There are variations each year; but no consistent patterns of underperformance. In 2008/09, 16 to 18 year old learners of Asian Pakistani heritage; learners with dual White/Black Caribbean heritage and adult learners of Black African heritage had slightly lower success rates than other learners.



14. The significant proportion of the college's provision with employers supports the development of learners' economic and social well being. Many learners benefit from the college's promotion of health and well-being. Some learners make a positive contribution to the community through opportunities provided by the college's enrichment programme. Learners report that they feel safe.

## The quality of provision

Grade 3

15. Teaching and learning are satisfactory. Inspectors found much variation in the quality of teaching and learning. For example, the quality of teaching and learning on accountancy courses is good or better, but on business courses, teaching is satisfactory. The better lessons make good use of a wide range of learning activities and engage learners well. Learning is checked thoroughly and staff use a good variety of resources to reinforce learning effectively. Weaker lessons fail to interest and challenge sufficiently all learners and teachers do not check learning adequately. Learning resources and most classrooms are satisfactory.
16. In the sample of lessons inspectors observed jointly with college staff, there was broad agreement, in most cases, about the strengths and areas for improvement. However, although the college system for observing teaching and learning is well established, they overstate significantly the proportion of good or better teaching. The recording of observations is weak and observers do not focus sufficiently on the impact of teaching on learning. Action planning from observations does not ensure effective sharing of best practices. It is too early to make a judgement on the effects of the recently introduced observations of teaching and learning undertaken in the workplace.
17. Advanced practitioners give suitable support to teaching staff through college training sessions to improve aspects of teaching and learning. New teaching staff are given a thorough induction and mentored well whilst completing their teaching qualifications. In many lessons, teachers make good use of information learning, especially interactive whiteboards.
18. Coaching and assessment on apprenticeship and Train to Gain programmes are good, although this has yet to improve the outcomes for learners. The college makes effective use of the results of initial assessment to identify learners' additional support needs. Academic support in classes is satisfactory. Assessment and verification are satisfactory and careful assessment planning enables learners to demonstrate their skills and knowledge well. The majority of learners are clear about their progress and receive regular, and in most cases, constructive feedback to help them improve their work.
19. The learning resource centre is particularly welcoming and inviting. Learners make good use of the wide range of learning materials available and good use is made of the college's virtual learning environment to enhance learning.

20. The college's response to meeting the needs and interests of learners and employers is good. Courses are developed to widen choice and address government priorities. Progression routes are satisfactory in most, but not all, curriculum areas. However, the college does not monitor effectively the progression of learners. The college has developed an innovative curriculum offer for disadvantaged learners, which is very successfully attracting those previously not in education, employment or training. Work placement opportunities and industry links are present in most courses, but not all.
21. The college provides a comprehensive range of cross-college additional activities such as visits, sports activities, fundraising events, volunteer programmes and events to address Every Child Matters themes, for example, being healthy and staying safe. These are organised by Student Liaison Officers, who proactively and successfully encourage learners to participate. The recently introduced Sports Academies provide professional coaching, and can be used by all learners on full time courses.
22. The college has a wide range of highly effective partnerships with key stakeholders such as schools, employers, universities and community groups. It uses these very effectively to ensure that its curriculum enhances choices locally, meets the needs of learners and promotes social inclusion. The college is highly responsive to the needs of employers.
23. The college has very good working arrangements with local schools, supporting them in providing diploma courses and providing education and vocational training as part of their school curriculum with a small number of pupils attending college full time. Progression into fulltime provision at the college and elsewhere is good.
24. Care, guidance and support are satisfactory. Teaching and support staff, and staff in learner services, provide good individual support to learners, especially vulnerable learners and those with learning difficulties and/or disabilities, and physical disabilities. Learning mentors effectively support learners at risk of leaving their courses early. Satisfactory additional academic support is provided. The Learning Support Centre supports effectively those learners who attend, but not all learners needing additional support are encouraged sufficiently to do so. Learners in the workplace receive satisfactory support from their assessors.
25. Information, advice and guidance about college courses is easily accessible, and learners confirm they find the admissions process straightforward. Early initial assessment ensures learners are placed on the right courses, and that additional support is organised before the learner starts if needed. Information, advice and guidance for community based provision is less well developed.

## Leadership and management

Grade 3

26. Leadership and management are satisfactory. Since the last inspection, there have been two changes of principal. The principal appointed in August 2008 left in February 2010. An interim principal was appointed shortly afterwards.

Changes to the organisational structure in 2008/09 enabled the college to manage more effectively its expansion of employer responsive provision. However, curriculum management of learner responsive provision became less effective and managers' ability to monitor its quality declined. The recently appointed interim principal has changed the management structure to rectify this situation. It is too early to judge the impact, but curriculum managers now have a clear understanding of their role. The five-year strategic plan produced in 2006 has been highly effective in moving the college forward. Work is well in hand to shape the next plan. Links between strategic and operational plans are clear and good use is made of targets and market intelligence to steer activity. An ambitious and well-managed capital project will come to fruition shortly as the college's main site closes and a new campus opens, incorporating a range of features which will contribute to a more sustainable environment. The interim principal has acted quickly to remedy issues which have arisen in the past year and staff have responded very well to the changes. Good and well attended staff development days focus well on the quality of the learner's experience.

27. Governance is good. As well as contributing highly relevant skills and experience, governors demonstrate a thorough understanding of the college and hold its managers to account. They acted decisively and in a timely manner when serious concerns about aspects of the college's operations came to their attention in the last year.
28. Safeguarding arrangements are good. Procedures for carrying out appropriate checks for college staff and subcontracted staff meet current government requirements. All staff have received relevant training. The interim principal has strengthened the internal structures for monitoring safeguarding. Learners feel safe at college and good arrangements for health and safety operate across the college. The move to the new campus will enable the security to continue to be managed effectively in Wigston.
29. The promotion of equality and diversity is good. A strong culture of inclusion and respect for others pervades the college, which finds expression in the single equalities scheme and comprehensive development plans. Particularly effective strategies to engage disaffected and hard-to-reach learners contribute to widening participation. The college is aware of any variations in performance by different groups and analyses the reasons for them. Any achievement gaps are narrow. Action is taken to promote courses where one gender is under-represented. All staff have recently updated their equality awareness and some are involved in a project to encourage professional dialogue on embedding equality within the curriculum. The college successfully seeks opportunities to help people overcome barriers to employment. The extent to which teachers promote equality and diversity within their lessons is satisfactory. In work-based learning, reviewers do not make the best use of available resources to promote a better understanding of equality and diversity. The ethnicity of college staff reflects that of the locality and recent appointments to the board have improved the extent to which the governors reflect the diversity of the

college. Incidents of bullying or harassment are very few and where they arise the college takes effective action.

30. Procedures for consulting with and using the views of learners and employers are satisfactory. The college now places less emphasis on formal boards of study and gathers the views of learners through structured interviews carried out after lesson observations, and within tutorials. This process is developing and it is beginning to have an impact. Good arrangements to capture the views of employers are now in place.
31. Comprehensive arrangements for quality improvement and self-assessment are well established but have not had sufficient impact. The quality of course reviews, an area for improvement at the last inspection, remains uneven. Curriculum managers have been insufficiently consistent in monitoring them. Steps have been taken to remedy this but it is too early to say if they will result in a more accurate self-assessment report. Curriculum inspectors found that some judgements were not well supported by evidence and links to action plans were unclear. To address some errors in data picked up by an external audit, the interim principal has made a senior appointment to manage information and has now purchased proprietary systems. It is too early to judge what impact this will have. In 2007 achievement and standards were judged to be outstanding. At this inspection outcomes were judged to be satisfactory. The quality of provision was outstanding in 2007 whereas now it is also satisfactory. The management of work-based learning has improved.
32. Good use is made of resources. Financial planning is good. An imaginative capital project has been completed on time and within budget. Outcomes for learners are satisfactory. Value for money is satisfactory.

## Subject areas

### Preparation for life and work

Grade 2

#### Context

33. The college currently has 580 learners attending a range of full and part-time courses. Of these, 181 are on literacy programmes, 143 on numeracy programmes and 200 on English for speakers of other languages (ESOL) programmes. Some 49% of learners are female and 51% are male. About 265 learners study full time and 315 study part time. All programmes are offered from entry to intermediate level in the two main campuses and at a variety of community and school settings.

#### Key findings

- Overall, success rates in preparation for work and life are broadly in line with the average for similar colleges. However, progression to other vocational areas, employment and further education is good. Learners acquire confidence and good employability skills necessary to apply for jobs or other college courses.
- Success rates in literacy and numeracy are high and learners make good progress in developing social and employability skills. Many learners gain employment having improved their language skills.
- Success rates in ESOL are high with the exception of the Certificate in ESOL at foundation level. The attainment of language and other skills is good. ESOL learners develop good information technology (IT) skills and achieve IT qualifications.
- Overall, teaching and learning are satisfactory. The quality of teaching and learning varies considerably. In better, interactive lessons, teachers use a variety of engaging and interesting methods and tasks to develop learners' understanding and skills. These lessons are planned carefully to match the needs of individual learners. However, the weaker lessons tend to be too teacher-led, slow paced and do not challenge learners sufficiently.
- Information and learning technologies are used effectively to enhance learners' experience and aid understanding. Good use is made of e-learning facilities to enable learners to learn independently. In literacy and ESOL classes, learners make good use of web sites to practice grammar and punctuation skills.
- In a few programmes, individual learning plans (ILPs) are too vague and unhelpful to learners. Learners do not know what to do to achieve their targets. In some cases, valuable information about the specific needs of individuals is not captured in the ILP and all learners have the same targets.
- The range of provision is good, covering entry to intermediate level in literacy, numeracy and ESOL. Classes are held at the two main campuses and in two community venues and schools. ESOL provision at a Somali centre in the city meets the language needs of the community in their area. A numeracy class is

offered to staff members who want to improve their numeracy skills as part of their skills entitlement.

- Support for learners is satisfactory overall, however in some community venues, advice and guidance is not available routinely.
- Leadership and management are satisfactory. New managers are taking positive actions to improve the provision; however, it is too early to gauge its impact on the quality of provision.
- Safeguarding arrangements are good and learners feel secure in the college. Overall, equality and diversity is satisfactory. However, insufficient use is made of learners' diverse cultures in language teaching.
- The self-assessment report lacks clarity. A few of its judgements do not relate to course reviews. Weaknesses identified in course reviews do not appear as areas for improvement in the summary or the development plans.

What does South Leicestershire College need to do to improve further?

- Increase the accuracy and usefulness of target setting on the ILPs and ensure regular reviews are undertaken in order to meet individual learners' needs more effectively.
- Ensure community-based learners have equal access to advice and guidance in order to support their progression.
- Ensure the self-assessment report is accurate and self-critical and that course reviews inform judgments and action plans to improve the provision.

## Business Administration and Law – Learner responsive provision

Grade 2

### Context

34. The college offers full-time courses in administration at intermediate level and business at advanced level. Some 34 learners are enrolled on these courses and a further 26 are following Association of accounting technicians (AAT) accounting at intermediate and advanced levels. Of the 57 learners currently enrolled on part-time courses for AAT accounting, the majority are adults. The college also offers short courses for computerised accounts and computerised payroll, which has enrolled 24 adult learners during the year.

### Key findings

- Success rates on administration and intermediate level accounting courses are high and on short courses in computerised accounting are very high. Success rates for business and advanced level accounting courses are satisfactory.
- Learners on AAT accounting courses acquire good skills for business. They work purposefully and complete tasks to rigorous time constraints. They are able to put their learning into a workplace context and make good progress in lessons. Their work is particularly neat and well presented.
- Good planning for individual learning on the Certificate in Administration course allows learners to gain confidence in developing and using practical skills for the workplace.
- The small numbers of learners on the business course have difficulty in working independently. They use researched material with little analysis or understanding and have difficulty in presenting their material other than through the medium of information technology. Completed tasks often contain basic errors of spelling or grammar.
- The quality of teaching is satisfactory overall. On accounting courses teaching is good. There is a businesslike attitude in classes and learners are encouraged to think and find solutions for themselves. Interest and motivation are maintained through a variety of different activities. On the business course the pace of learning is slower and they rely more heavily on lecturers to provide information.
- Learning resources are satisfactory. Learners on business and administration courses are proficient in using information technology as a learning tool. Teachers set appropriate tasks, which require learners to use a range of skills. Rooms are generally well furnished and equipped, but are often too small for the numbers of learners accommodated.
- The range of provision for learners in accounting and other professional areas is good. Courses are provided at all levels, and flexible attendance patterns allow learners to move easily between part-time and full-time attendance modes.

Provision for full-time learners aged 16 to 18 is very limited and progression routes within the college for these learners are inadequate.

- Participation in curriculum enrichment is variable across courses, but is inadequate for the full-time business and accounting learners. Work experience is limited to learners on the Certificate in Administration course and there is insufficient industry involvement on other courses for full-time learners.
- Tutorial support is good. Individual short and long-term targets are linked to each learner's attainment, and progress towards achieving them is monitored and documented regularly. Learners refer to named mentors for any pastoral or safeguarding issues.
- Support in lessons for learners with specific learning difficulties is satisfactory and many learners use the Learning Zone for additional support on a referred or drop-in basis. College data suggest that current retention and attendance are high.
- Curriculum management is satisfactory. The curriculum manager has a clear vision and detailed plan for development of the area of work, including improvements to the breadth of experience for business learners, but much of this has yet to be implemented fully. Teamwork is effective in monitoring learners' progress and sharing good practice. However, course reviews are of variable quality and do not always identify key issues nor lead to sound action points for improvement.
- The self-assessment report places insufficient emphasis on these programmes and lacks evidence to support the statements made. The action points have limited relevance to full-time learners on the courses inspected.

What does South Leicestershire College need to do to improve further?

- Provide greater stimulus and challenge to learners on the BTEC business studies courses in order to encourage independent learning and greater progress in lessons.
- Provide more progression routes within college for full-time learners on business programmes.
- Develop links with local industry to create more opportunities for curriculum enrichment and work experience for learners.
- Ensure that curriculum teams develop further their understanding of quality processes to monitor progress and plan for improvements.



## Business Administration and Law Employer responsive provision

Grade 3

### Context

35. A total of 627 learners are enrolled on programmes in business administration and law. Some 25 learners are following apprenticeship programmes with a further 14 on advanced apprenticeship programmes. A total of 588 learners are on Train to Gain programmes. The majority of learners are on customer service and management programmes. There are a total of 400 male learners and 227 female learners across all programmes. The proportion of learners from minority ethnic backgrounds is approximately 9% on Train to Gain and 20% on apprenticeship programmes.

### Key findings

- Outcomes for learners are inadequate overall. However, the standard of learners' work is good and learners who started their training this year are progressing at a satisfactory pace. In 2008/09, achievement on apprenticeship programmes is improving but remains low. Apprenticeship timely success rates are also low. Train to Gain success rates are also low but improving to just below the national average.
- Learners develop good employability skills. Some learners have received promotion as a direct result of achieving their qualification. Skills acquired during the learning programme have led to improvements in the way they work for many learners. Learners are set challenging tasks and perform well in the workplace, especially in the business improvement techniques programme.
- Learners feel safe. Health, safety, and welfare in the workplace and at the college are a priority for staff and employers.
- Teaching, training and assessment are satisfactory overall. Train to Gain coaching and training is effective. The coaching observed was supportive, challenging and focussed well on learners' and employers' needs. Lessons are well planned by knowledgeable, confident tutors who have relevant vocational experience. Assessments are well planned and conducted in a supportive manner by appropriately qualified and experienced assessors although assessment documentation does not always reflect the detail of the assessment or review that has been undertaken.
- Target setting and action planning in learners' progress reviews is satisfactory. However, opportunities to reinforce equality and diversity, safeguarding and health, safety and welfare in reviews are often missed.
- The college develops its provision carefully to match the needs of employers and learners. Employers are very involved in deciding the content of individual learner's programmes. Employers and learners are effectively effectively in developing and improving programmes.

- Support for learners is satisfactory. Support staff and assessors are readily accessible, professional and adopt a friendly approach. Learners receive good sensible advice and practical support from assessors. Good use is made of initial assessment to provide appropriate support for learners with literacy and numeracy needs.
- Leadership and management are satisfactory. Staff and managers responsible for the programme are very positive and enthusiastic. Recent changes to the structure of the college have enabled staff to manage programmes more effectively. The college works particularly well with employers to improve training opportunities for learners.
- Arrangements to promote equality, diversity and safeguarding are satisfactory. Managers outcomes of different groups of learners appropriately.
- The self-assessment report for the employer responsive aspect of this provision is broadly accurate. All staff are involved in the production of the report. Feedback from learners and employers is used appropriately to make improvements. Actions to rectify key areas for improvement are appropriate.

What does South Leicestershire College need to do to improve further?

- Continue to improve target setting and action planning with learners to secure improvements in success rates and to improve the proportion of learners who complete their programmes successfully within agreed timescales.
- Ensure that assessment documentation captures fully the detail of assessments and reviews so that learners are clear about what they need to do to progress.
- Increase the effectiveness of learner reviews by ensuring that opportunities to promote further equality and diversity, safeguarding and health and safety are utilised fully.

## Information about the inspection

36. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's deputy director - quality and effectiveness, 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 Learning and Skills Council (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.
37. 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)

## South Leicestershire 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<br>1: Outstanding; 2: Good;<br>3: Satisfactory; 4: Inadequate                                     | Overall | 14-16 | 16-18<br>Learner<br>responsive | 19+<br>Learner<br>responsive | Employer<br>responsive |
|--|---------|-------|--------------------------------|------------------------------|------------------------|
| Approximate number of enrolled learners  |         |       |                                |                              |                        |
| Full-time learners   | 1354    | 0     | 918                            | 436                          | 0                      |
| Part-time learners   | 7624    | 504   | 486                            | 878                          | 5756                   |
| Overall effectiveness  | 3       | 3     | 3                              | 3                            | 3                      |
| Capacity to improve  | 3       |       |                                |                              |                        |
| Outcomes for learners  | 3       | 3     | 3                              | 3                            | 4                      |
| 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?                              | 2       |       |                                |                              |                        |
| How safe do learners feel?   | 2       |       |                                |                              |                        |
| Are learners able to make informed choices about their own health and well being?*   | 2       |       |                                |                              |                        |
| How well do learners make a positive contribution to the community?*   | 3       |       |                                |                              |                        |
| Quality of provision   | 3       | 3     | 3                              | 3                            | 3                      |
| 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?                                    | 3       |       |                                |                              |                        |
| Leadership and management  | 3       | 3     | 3                              | 3                            | 3                      |
| How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?                     | 3       |       |                                |                              |                        |
| How effectively do governors and supervisory bodies provide leadership, direction and challenge?*                                | 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? | 2       |       |                                |                              |                        |
| 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?                             | 4       |       |                                |                              |                        |
| 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: 0300 1231231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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