

Havering Sixth Form College

Sixth Form College

Inspection dates		1–4 April 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- Students have a very positive attitude to learning, work well together and independently, and produce work of a high standard.
- Pre-course information, advice and guidance, and a strong collaboration with other education providers, ensure students are placed on the courses to which they are most suited, resulting in high retention and positive progression.
- Teaching, learning and assessment have improved and are now good.
- Academic and pastoral support are strong and help students make good progress.
- Governors, leaders and managers have taken effective action to improve the quality of provision.

This is not yet an outstanding provider because:

- Success rates and the progress students make, although improving, are not yet good, and on a small number of courses success rates are low.
- Learning opportunities ensuring students' understanding of the relevance of their subjects, the world of work and potential career opportunities are not well developed on all courses.
- Further work is needed in teaching and learning to make sure planning is more sharply focused and teaching strategies are used to greatest effect.
- The self-assessment report is not sufficiently evaluative and there is not close alignment between course actions plans and the whole college improvement plan.

Full report

What does the provider need to do to improve further?

- Ensure there is a strong focus on the remaining areas of underperformance so that students' success rates and progress improve in these subjects.
- Increase students' knowledge and understanding of the world of work, the relevance of their subjects and future career options, by building on examples of good practice and systematically embedding learning opportunities related to this across all courses.
- Further develop teaching, learning and assessment by:
 - ensuring teachers plan lesson outcomes that relate more closely to improving students' skills and knowledge
 - increasing teachers' confidence in using a range of strategies in class so that students gain the maximum benefit from them.
- Strengthen the evaluative aspects of the self-assessment report and ensure greater alignment between course action plans and the whole college improvement plan.

Inspection judgements

Outcomes for learners	Requires improvement
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- After a slight decline in 2011/12, the long course success rate improved slightly in 2012/13, although it remains just below national rates. Success rates improved for AS and A2 courses, where the vast majority of students are enrolled. While there are some courses and subject areas with very high success rates, there are also those with low success rates. Success rates remained high for students taking intermediate and foundation courses.
- Staff at the college have a clear view of areas of underperformance and put in place actions to address issues last academic year, which resulted in modest improvement in summer 2013. A significant number of developments has been implemented since September 2013 and a wide range of indicators shows further improvement this academic year. Retention is at the highest level for four years, when comparing similar points in time, and on track to meet the college target of 95%. Most of those courses with significant underperformance, which have been in an intensive support programme, have shown marked improvements.
- Value added measures for 2012/13 showed that, while students in some subjects made strong progress, in other subjects progress was less than would be expected from students' prior attainment. This year a robust system for predicting students' progress, based on half-termly assessments, reflects a much stronger picture of progress. These predictions are supported by the good progress students are making in most lessons observed.
- The achievement of male students is slightly lower than that for female students, but the gap is narrowing and success rates for both groups are increasing. The success rate for students who have learning difficulties and/or disabilities is comparable with that of their peers and shows a strong improving trend. Students from most minority ethnic heritages achieve as well as their peers. For the few groups where this is not the case, the issue is usually related to enrolment in particular underperforming subjects, where support plans are in place and positive impact can be seen.
- Students have positive attitudes to learning, and behave very well in college. Attendance and punctuality levels are high. Students develop good social and personal skills, working well individually and as part of a team. However, students' understanding of the world of work, how their subjects relate to potential careers, and opportunities to undertake work experience are more limited. College staff are aware of developments needed, and have made progress in addressing the issue, for example students going out on visits and visiting speakers coming into college, but there is not yet systematic embedding of this aspect across all areas of provision.

- The promotion of English has strengthened, and development of English skills can be seen in lessons across the college. The success rate for students achieving grades A* to C in GCSE English is above the national average and improving. The A* to C success rate for GCSE mathematics, and its promotion across the college, are not as strong, but there are signs of improvement.
- A large majority of advanced level students, from a wide range of backgrounds, go on to higher education when they complete their courses, with some students achieving places at prestigious universities, both in this country and abroad. In addition, large numbers of students progress to employment, including roles in highly regarded companies. There are many examples of students overcoming significant barriers to learning to achieve their dream of a university place or realising their ambition of starting their career in their chosen profession.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment have improved and are now good, supporting the improvements in outcomes. Teachers are enthusiastic and use their good subject knowledge effectively. Students enjoy their studies, have positive attitudes to learning and work well in lessons. Lessons have a range of well-paced activities that meet the needs of students to ensure that they make good progress.
- Teachers have a good rapport with students and expect them to work hard in lessons. Students are encouraged to work collaboratively and this develops wider work skills, such as team working and problem solving, which enhance their chances for future employment. For example, in an A2 law lesson, students worked very well together developing their problem solving skills effectively in applying the principles of the concept of 'fault' in criminal law.
- Effective staff development has improved staff skills so that assessment, both in lessons and that of work produced outside lessons, is good. Teachers' marking provides students with clear guidance on what they need to do to improve the standard of their work. In most lessons, teachers' frequent checks on understanding ensure that students have grasped the key points of the topic they are studying.
- Students benefit from an extensive range of enrichment and wider learning activities. For example, students' awareness of poverty is raised through fundraising to support the education of war-affected young people in Sierra Leone, West Africa. Students perform alongside professional musicians in the students' study and social area of the college, The Quad.
- Teachers and personal tutors work well together to set challenging targets for students. Effective progress reviews ensure students know the steps they need to take to achieve their target grades. Teachers provide good individual academic support to students. Effective revision workshops, including twilight sessions and holiday activities, develop students' examination technique and boost their confidence.
- Students' knowledge of subject technical language is developed effectively. For example, in history, students complete quizzes and crosswords at the end of topics to reinforce their knowledge and understanding. Teachers appropriately promote mathematics in their teaching when there are opportunities to do so.
- In a small minority of lessons, teachers' planning is not used to maximise learning opportunities to their full extent. On these occasions, they set work that is too easy for some students, and on other occasions too hard for others, and this means students do not make the progress they are capable of. Teachers do not always plan or deliver additional activities to stretch and challenge the potentially higher achieving students to help them to achieve the best grades they can.
- Students use the college's virtual learning environment (VLE) well to develop and extend their learning, carry out additional work and revise for examinations. In an A2 food technology lesson, students made good use of electronic tablets to review the industrial bread-making process. In sociology, good quality learning resources, such as topic workbooks, have useful exercises and activities for students to develop and apply concepts.

- Teachers use their good subject knowledge to provide stimulating and interesting lessons. However, in a minority of lessons, teachers make insufficient use of this knowledge to link subjects to the world of work and potential career opportunities. On travel and tourism and ICT vocational courses, there is a suitable range of employment-related activities including work experience to develop students' understanding of employment. The college has plans to extend this across all courses.
- The college's pastoral system is highly effective in supporting students' personal, social and health needs to improve their well-being and provide the right academic support for them to achieve well. Students receive comprehensive guidance and advice before they start their studies, so they can make the right choices about which courses are best suited for their future aspirations.
- Staff carry out good initial assessment, both general and subject specific, which ensures that students' learning needs are quickly identified. Additional learning support tutors provide effective support so that students are able to successfully complete their studies. Staff provide very good guidance to students planning to progress to higher education. High numbers of students are progressing into higher education, training and employment.
- The college has a diverse community with a welcoming and harmonious atmosphere. Students use constructive and non-stereotypical language in their writing and during the classroom discussions. However, teachers do not always routinely incorporate the promotion of equality and diversity into lessons to further develop students' understanding.

Science

Good

16-19 study programmes

- Teaching, learning and assessment are good. Success levels remain below national rates, but are rising on most courses. Current students make good progress towards their qualification aims. Teachers have high expectations of their students who benefit from extensive support to help them achieve. Student attendance is good and punctuality rigorously monitored. Staff are well qualified in their respective subject areas and use their subject knowledge effectively to help students make good progress.
- Following extensive work within the college to improve quality, most teaching sessions are now good and teachers successfully engage students in the topics studied. Most include useful activities to help involve students and stimulate learning. Teachers use combinations of direct and general questioning, and this is effective in checking understanding.
- Teachers carry out well organised demonstrations and practical sessions and give appropriate consideration to health and safety. One physics demonstration of standing waves generated insightful questions from students as they observed the wave in practice. In the best sessions, teachers use a well-considered combination of verbal, visual and dynamic learning cues to give several ways in which learners can develop their understanding of the processes and concepts involved. A small minority of sessions generate insufficient sense of excitement or discovery in learning new science, or use an insufficient range of stimuli to maximise learning.
- Resources are good overall. Specialist laboratories have sufficient space and equipment for the students and activities required. A virtual learning environment is well stocked and used by science students to help them continue learning outside timetabled sessions.
- A helpful science assessment now supplements other initial assessments for new students. This tests skills of interpretation as well as scientific knowledge and is well used by teachers to guide students to an appropriate course and help tutors support them effectively. A broader range of science courses now offers both vocational and academic routes for students to supplement established provision. A recently-started science catch-up club provides extra, supervised study support for a few students who need it, while high-attaining students develop their own coaching skills by mentoring them.

- Students receive very good feedback on their progress. Teachers mark assessments promptly and students receive comprehensive verbal feedback in addition to written comments on their work. Regular progress reviews apply high standards of attendance and performance and most students appreciate the regular focus on target grades. However, tutors' conduct of these reviews is too variable and this compromises their value in consistently supporting learners to explore and resolve all issues affecting their progress.
- Teachers incorporate mathematics and English into timetabled science sessions where opportunities occur naturally, and routinely correct calculations. Marking and feedback support the development of English skills, helping students use language more precisely to gain higher marks in examinations.
- While most aspects of information, advice and guidance for students are good, that towards understanding of employment and students' future careers is underdeveloped. Good displays highlight potential science careers, and in a small minority of sessions teachers create helpful links between topics covered and their relevance to everyday life and employment. One session effectively linked the production of ammonia to its application to manufacturing fertilisers. However, few sessions adequately explore such links and students' understanding of topic relevance to work and careers is insufficiently developed.
- Science students enjoy respectful and appropriate relationships with each other, and with staff. However, opportunities to develop their understanding of equality and diversity through topics arising from science are sometimes missed.

Creative arts and media

Good

16-19 study programmes

- Teaching, learning and assessment are good and reflect success rates which have risen and are high on most courses. Most students make the progress expected of them. Students say they enjoy their lessons, their attendance is good and they produce work of a high standard.
- Teachers have a very strong commitment to helping students to develop their creative flair. They make effective use of community projects and links with museums and galleries to raise students' aspirations and provide students with an insight into the professional life of artists.
- Most teachers plan lessons well to enable students to develop the practical skills and theoretical knowledge they need to complete their coursework and projects successfully and to pass examinations. Students develop good skills in using industry-standard software.
- Students experiment with different forms, media and themes and produce work that is personalised to their preferred way of working and the expression of their ideas. Students make very effective use of the virtual learning environment and social media sites, in particular to create high-quality digital portfolios and reflective journals.
- Teachers' skills in planning learning outcomes, that relate closely to the skills or knowledge students will gain rather than on the completion of tasks, is an area for further improvement. Teachers are also not adept enough at managing group discussions, and do not sufficiently enable students to learn from each other, challenge each other's views and formulate a more complex understanding of topics taught.
- On vocational courses, teachers create assignments with a context that relates well to commercial practice. They provide very clear timelines for the completion of tasks which help students stay on track. Most teachers give students detailed written feedback that helps them improve.
- Teachers are effective at helping students to improve their written skills, for example through teaching them how to proof-read film scripts and regularly checking their portfolios and class notes. In subjects such as fashion, interior design and product design, students have the necessary mathematical skills to calculate drawings and plans, and work to scale.

- Teachers make excellent use of a partnership with a folding bicycle manufacturer to give product design students an experience of working to commercial standards of design and presentation. However, teachers have yet to extend this level of industry experience across all subjects, and managers recognise the need to develop students' learning further through work placements and projects with employers.
- Tutors provide good support to students and effective use is made of the college's online system for recording targets and providing feedback on students' progress. Students who apply for university receive good guidance and the proportion of those going to higher education, often at prestigious arts and media institutions, is high. Students who need extra help receive very effective support, and an innovative residential programme has proved successful in helping the most vulnerable students to raise their confidence and self-esteem.
- Students receive helpful guidance about the courses available to them and staff accurately assess their abilities at the start of the year to ensure they are placed on courses that meet their aspirations.
- In the best cases, students learn about the impact that social or medical issues have on people's lives. However, the extent to which teachers develop students' understanding of social stereotypes within art and the media is under developed. Staff have created a well-resourced and inclusive environment in which students feel confident, safe and work harmoniously.

English

16-19 study programmes

Good

- Teaching, learning and assessment are good, which is reflected in the high success rates on most courses. The proportion of students who achieve high grades in GCSE English has improved to above the national average. Students enjoy their studies and produce work of a good standard. The large majority of students progress to higher-level study. Attendance and punctuality are good on advanced level courses.
- Teachers are well qualified and have very good subject knowledge which, in many lessons, they use well to develop students' understanding through skilful questioning. All are highly committed to supporting and challenging students to achieve their best. They collaborate well in the planning of lessons and students benefit from cohesive programmes.
- Students enjoy their studies and work with enthusiasm. In an energetic and innovative AS-level lesson, students' appreciation of different writing styles was well developed. They were required to write an article following certain, differentiated rules. Some had to avoid compound sentences, whilst others had to exclude certain parts of speech. The standard of work produced was high and peer assessment positive and articulate.
- Good assessment practice is well embedded throughout the area. Most students confidently appraise their own work in both draft format and in final submissions. Teachers encourage students to assess each other's work, but do not always give them sufficient time to do so in lessons. In some GCSE lessons, teachers do too much of the work themselves; students become passive recipients of guidance and do not develop higher-level writing skills.
- Students make good use of the wealth of materials available on the virtual learning environment. Students undertaking English language and literature courses benefit from a dedicated Student Surfer website. However, teachers do not always exploit the technology available or encourage its use in lessons.
- Students know their target grades well and progress reviews help them to explore ways in which they might meet or exceed them. Teachers return work promptly with comments on how it could be improved, and students understand how to further develop different aspects of their work.
- Care and support for students are good and students benefit from a range of initiatives which build their confidence. All students have access to English Plus workshops, while those who

need to further develop their skills have an extra timetabled lesson. High-achieving A-level students act as mentors to those on AS-level programmes, strengthening their motivation. Teachers know their students well and respond to individuals' needs with sensitivity. Students value the support they receive when applying to university and those seeking employment speak positively about the help they receive.

- The promotion of equality and diversity is satisfactory. Students studying Aphra Behn's *The Rover* engaged in a thoughtful discussion about the role of women in 17th century society and how they are presented in a play by our first female professional writer. However, in many lessons, teachers do not actively promote awareness of issues relating to equality and diversity. Students from different groups relate well to each other. They feel safe and value the strong college ethos of respect and learning from each other.

Accounting, finance and business management

Requires improvement

16-19 study programmes

- Teaching, learning and assessment require improvement. The variable outcomes for students are reflected by differences in the quality of teaching, learning and assessment within the subject area.
- Teachers and managers have developed several strategies to improve teaching and learning which have been implemented effectively. These include staff changes, improved use of tracking students' progress, extra lessons and support workshops. Already, improvements are evident in most subjects, although success rates on advanced level business studies are predicted to be below national averages.
- Students are keen and enthusiastic, and attendance rates are high. Students respond well to the tasks they are given in classes and the large majority are able to work confidently to complete them satisfactorily. The majority of students make the expected progress in their studies. Progression to further learning, higher education and employment is good for those who complete their courses.
- Planning and the use of learning outcomes that will develop students' skills are underdeveloped in many lessons as the teachers' focus is mainly on the completion of tasks. Students' opportunities for group activities and discussions are insufficient for them to deepen their understanding. In the less successful lessons, teachers' weaker planning means that activities do not take sufficient account of the wide range of students' abilities.
- In the better lessons, learning outcomes and assessment strategies are clear and comprehensive and support the development of students' knowledge effectively. Students acquire a good understanding of concepts through a range of learning strategies and collaborative activities. For example, students on a vocational course produced high-quality risk assessments, with photographs, for their health and safety assignment. Effective questioning checks and extends students' understanding.
- Students use the college virtual learning environment appropriately, in college and at home, to access documents, presentations, videos and some learning materials. All classrooms have interactive whiteboards which are used for presentations, but their full potential is insufficiently exploited for learning. Students at A2 make good use of relevant news items on a blog managed by the teacher.
- Students' English language, listening skills and writing techniques are appropriately developed by teachers, especially through reworking or correcting assessed work. Teachers develop students' mathematical skills well through naturally-occurring topics in business and accounting lessons. Identified students receive intensive mathematics coaching early in the year which ensures their skills improve.
- The majority of teachers give good guidance on assessed tasks. Assignment briefs are clear and students know the grading criteria and how to improve their grades. Advanced level students

receive helpful written and verbal feedback which enables them to improve their skills. This is not the case for a small minority of vocational students. Feedback and peer marking give students a good indication of how to attract marks in examinations.

- Students appreciate the strong support they receive. Initial assessment and guidance processes have improved. Students are enrolled on the appropriate courses and additional support is supplied where needed. Also, second year student mentors are extremely supportive of first year students. Students' progress is improving through their reviews, where close monitoring of short-term targets raises their aspirations.
- Although there are examples of teachers using visits and guest speakers effectively, such as business students visiting a large retail outlet where they researched and compared marketing campaigns for two products, students' understanding of the business environment is limited by insufficient opportunities for this type of experience.
- The promotion of equality and diversity is not always routinely planned by teachers to improve the students' understanding. However, there are examples of successful promotion, such as looking at why there are so few women chief executives.

The effectiveness of leadership and management	Good
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- The governors, Principal and executive team have developed a clear vision, mission and set of values which are being successfully delivered through three strategic objectives, underpinned by an appropriate set of key performance indicators. These are having a positive impact on the monitoring and improvement of quality of provision. Headline targets map well to the strategic objectives and measure and monitor performance against national averages and college targets.
- Governors, leaders and managers have addressed the key areas for improvement identified at the last inspection in February 2013, with outcomes improving, better lesson planning, more targeted student feedback and governors, leaders and managers taking effective action to raise the quality of provision.
- Governors have responded well to the challenges since the last inspection and have a strong understanding of the strategic priorities required to ensure further improvements in the quality and performance of the college. Governors take a proactive and participative role in determining the inclusive admissions policy to meet all students' needs. Accurate reports to governors use public domain data to provide a balanced perspective on overall performance and especially on under-performing courses. An appropriate level of support and challenge exists across all levels of governance and management, with a strong emphasis being placed on improving teaching and learning.
- A genuine culture of care and support for students emanates from leaders and managers. The leadership team has been successful in tackling areas of under performance. Both poorly performing courses and staff capability issues have been dealt with robustly. There is a determination to seek further improvements, particularly focusing on the core principle of consistently delivering highly effective teaching, learning and assessment at course level.
- Leaders and managers understand and attach significant importance to the inter-relationship between teaching, learning and assessment, performance management and professional development, and effectively apply these processes to improve learner outcomes. Accurate evaluation and judgements from lesson observations are used well to support improvement. Joint observations carried out by inspectors and college staff confirmed the robustness of the college system regarding judgements and the identification of key features of lessons.
- Managers recognise they have not been effective in making the necessary improvements still needed in a small minority of subject areas. A comprehensive range of support mechanisms exists to foster improvements including external consultancy, coaching, mentoring, peer learning, collaborative lesson planning and more stringent capability procedures. This has led to improved teaching, learning and assessment and the improvement of in-year student retention

and attendance. However, not all professional development activities always directly impact on learners' learning and progress.

- Recent investments in accommodation and learning resources, including greater access to technology, have assisted in easing previously reported lack of social space for students and now enhance the student experience and enjoyment.
- Quality assurance mechanisms effectively support improvement and tackle areas of underperformance. Self-assessment reports are accurate, although they are too descriptive and also lack sufficient evaluative analysis. Self-assessment processes need greater alignment between course action plans and the whole college improvement plan. Mechanisms to secure learner views are strong, particularly through representative groups. For example, students helped in the design of new social space and are involved in developing the teaching and learning strategy. Managers are making good use of student surveys.
- Students benefit from a broad and inclusive curriculum offer. The vast majority of current students fulfil the requirements of study programmes, with mathematics, English, Learning Plus and individualised target setting being prominent features of the offer. Work preparation and work placement opportunities are areas for further development, but a range of other work-related activities, such as visits, external speakers, and business links, are being increasingly used.
- Exemplary partnership work between the borough's schools and colleges provides a complementary, comprehensive and impartial offer to learners. This guarantees every student in the borough a place at one of its providers. Flexible combinations of qualification options allow students from a wide ability range to have extensive choice.
- Achievements related to equality and diversity themes in 2012/13 and specific aims for 2013/14 are clearly articulated in the college mission. The college is particularly successful in recruiting students from a diverse range of ethnic heritages which exceeds that of the local area. There are very few achievement gaps for different groups of learners, and these are reducing. The college has an inclusive and supportive learning environment where students and staff feel safe. Students' behaviour is very good. There is an improving picture of promotion of diversity in lessons, but pockets of under development still exist.
- Safeguarding is good, with dedicated care staff helping students with a range of support needs. Robust policies, procedures and risk assessments ensure safety, dignity and mutual respect exist throughout the diverse student population. The college meets its statutory requirements for safeguarding students.

Record of Main Findings (RMF)

Havering Sixth Form College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	2	-	-	-	-	-
Outcomes for learners	3	-	-	3	-	-	-	-	-
The quality of teaching, learning and assessment	2	-	-	2	-	-	-	-	-
The effectiveness of leadership and management	2	-	-	2	-	-	-	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Visual arts	2
Media and communication	2
English	2
Accounting and finance	3
Business management	3

Provider details

Type of provider	Sixth form college							
Age range of learners	16-18							
Approximate number of all learners over the previous full contract year	Full-time: 2726							
	Part-time: 0							
Principal/CEO	Mr Paul Wakeling							
Date of previous inspection	February 2013							
Website address	www.havering-sfc.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	-	-	132	-	2443	13	-	-
Part-time	-	-	2	-	13	-	-	-
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	-	-	-	-	-	-		
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency (EFA)							
At the time of inspection the provider contracts with the following main subcontractors:	None							

Contextual information

Havering Sixth Form College is a large college based on a single site in Hornchurch. The vast majority of students at the college are aged 16 to 18 and follow courses at advanced level, where the college offers a wide range of subjects. There is also a small amount of provision at intermediate and foundation level. The college has a long-standing relationship with the secondary schools in Havering, most of which do not have sixth forms, and provides guaranteed progression places for their students. In addition, students travel to the college from other boroughs. Attainment at GCSE is around the national average in the local area. The proportion of Black and minority ethnic students at the college is higher than that of the local population.

Information about this inspection

Lead inspector

Heather Barnett HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on students' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

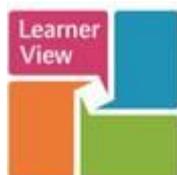
What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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