

Carshalton College

General further education college

Inspection dates		19–23 May 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for students		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for students

This provider is good because:

- Senior managers and governors have provided strong leadership leading to sustained improvement in rates of retention and achievement.
- Students achieve well in most subjects and at all levels.
- All students benefit from outstanding support during their programme and are well prepared for their destination when they have completed their courses.
- Students who are identified as at risk of underperforming are exceptionally well supported so that they remain on their courses.
- The vocational curriculum is planned in close collaboration with local employers and many students are successful in finding jobs when they finish their courses.
- The college provides a welcoming, stimulating and inclusive environment where students feel safe and where there are no significant differences between the achievements of different groups.

This is not yet an outstanding provider because:

- The quality of teaching and learning varies too much across the college, and too little is outstanding.
- When planning lessons, teachers do not always take account of the results of initial assessment and the information in student profiles, and fail to provide sufficient challenge for all students, particularly the most able.
- Some lessons are not sufficiently stimulating for students, because teachers focus on task completion and do not make enough use of techniques that encourage the development of wider learning skills, such as reflection and critical thinking.
- Rates of attendance at English and mathematics lessons continue to be lower than for other subjects, and teachers do not always take the opportunity to incorporate the development of English and mathematics into their lessons.

Full report

What does the provider need to do to improve further?

- Build on the existing good practice in teaching, learning and assessment so that all teachers plan effectively to meet the needs of all students and apprentices, with a sharper focus on providing challenge for the most able students.
- Ensure that teachers make good use of technologies and use teaching strategies that stimulate students and encourage them to probe more deeply into subjects, developing their skills of reflection and critical thinking.
- Review the arrangements for the independent living and leisure skills courses so that the progress that individual students make from their starting points is adequately captured and readily accessible.
- Ensure that all teachers can learn from the good practice in the college and have the confidence to promote equality and diversity more effectively in lessons.
- Ensure that all vocational teachers embed English and mathematics into lessons and rates of attendance improve on functional skills courses.

Inspection judgements

Outcomes for students	Good
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- Students at all levels in the college achieve well. The proportion of students who complete their courses successfully has increased substantially at all levels over the past three years, and in most subject areas success rates on long courses are high. The 14- to 16-year-olds on part-time courses achieve very well. Evidence collected on inspection suggests that this high level has been sustained overall for most subjects and across all levels.
- Students on the apprenticeship programmes achieve well overall, although in 2012/3 the success rates varied significantly and not all students completed their programmes in the time expected. Evidence collected on inspection indicates an improving position, with rates of retention high in most subjects.
- The college has a diverse population, and there are no significant differences in performance between different groups. Students from challenging backgrounds, such as Travellers, those who have been in care and those on bursaries are particularly well supported. They remain on their programmes, apply themselves well to studying in the college, and achieve well in relation to their starting points.
- Standards of practical work are high in many vocational subjects. For example, in a hairdressing lesson, students demonstrated very skilfully different ways to manipulate long hair to produce good shape and balance. In a creative arts lesson they demonstrated how their manual drawing skills could enable them to produce good quality graphical images.
- Rates of progression to further learning or employment are good. Most students progress to higher level courses within the college or elsewhere as appropriate. Students on advanced level courses progress very well to employment or further learning. In motor vehicle many students progress to jobs with further training and most apprentices continue in full-time employment on completing their studies. The proportion of students who are offered places in higher education is high.
- Students enjoy studying at the college. They develop employment and social skills well as a result of work-related activities, including visiting speakers and trips to places of employment. The college provides high quality internal opportunities, such as the commercial hair and beauty salon, the training restaurant and a partnership with a commercial sport and fitness centre

adjacent to the college. Students on the independent living and leisure courses run a college shop and engage well with the local community to develop their social skills.

- The proportion of students achieving English and mathematics qualifications in 2012/13 was variable. At entry level, success rates were high, but they were low at intermediate level. Rates of participation at intermediate level on functional skills and GCSE courses were low. In 2013/4 the proportion of students studying GCSE English and functional skills at intermediate level increased significantly. Success rates and retention rates have risen, but attendance rates are below the college's average.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. The college has a culture of raising personal and career expectations through exceptional advice and guidance, and provides sustained support which contributes to the high levels of achievement. The college's emphasis on improving the quality of teaching and learning is beginning to bear fruit, although little is outstanding.
- In the best lessons, well-qualified and occupationally-experienced teachers devise interesting activities that help students to understand theoretical principles. For example, after a short film clip, students on an advanced public services programme confidently discussed how accountability can be affected by the removal of social structure.
- In a minority of less effective lessons the teachers do not make use of interactive approaches, with too much reliance on pedestrian paper-based activities that do not stimulate students. Teachers do not always make good use of the information and learning technologies (ILT) to engage students.
- Much lesson planning is good, but in less effective lessons teachers take insufficient account of students' starting points or the progress students have made. Too often the aims of the lesson are centred on the completion of activities rather than learning outcomes that match students' individual needs. Students at all levels of ability are not appropriately stretched or challenged.
- The quality of feedback on practical and written work is generally good. Comments are constructive, providing detailed information on how students can improve their work. Many teachers use peer evaluations and feedback successfully in lessons.
- Tutors monitor students' overall progress very effectively. Students know what they have achieved and what still needs completing.
- Learning resources and facilities are good. Students frequently use the college's virtual learning environment to revise topics or develop their English and mathematical skills.
- The college's meaningful and targeted enrichment programme makes a valuable addition to students' main qualification. External occupational specialists, guest speakers and returning students provide technical workshops and events that widen students' experience. Construction and motor vehicle students complete a six-week story writing programme where they consider the present, and what the future holds.
- The college's vocational facilities provide good opportunities to experience real working environments and, in implementing study programmes, the college is developing more external work-placement opportunities.
- In the majority of functional skills and GCSE lessons, students develop good English and mathematics skills. The specialist team links English and mathematics to employability skills very well, and the training for apprentices is good. However, in some vocational lessons, teachers do not take opportunities to develop or promote English and/or mathematics skills.
- Information, advice and guidance and student support are outstanding. Particularly good partnership working with schools includes teachers and pupils working on both sites, which familiarises pupils with college early in their academic career. Course information is impartial, providing students with a map of all locally available provision.

- During induction, the imaginative use of theatre helps student explore the issues that many of them face, helping them to make positive decisions that will help them remain on their course and progress.
- The support provided by the college for students identified as at risk is well targeted and highly effective. Student support advisers provide frequent, targeted contact that enables students to remain on their programmes.
- Teachers establish an ethos of mutual respect and trust, as in the best lessons; students evaluate each other’s work and share their critiques. However, the extent to which teachers make use of naturally occurring opportunities to promote students’ understanding of equalities issues varies too much across the curriculum and is not consistently good.

<p>Health and social care, early years and playwork</p> <p>16-18 study programmes 19+ Learning programmes Apprenticeships</p>	<p>Good</p>
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- Teaching, learning and assessment are good and, consequently, a high proportion of students achieve their qualifications. However, the number of apprentices who complete their course within the expected timescale is too low. Students make good progress in their lessons and develop practical skills through their work experience placements or employment that enable them to progress to the next level of study, higher education or employment.
- Students who are at risk of leaving their course early are quickly identified and a range of strategies put in place to support them, which are often successful in helping them to achieve their qualifications. Learning support workers cooperate effectively with teachers to ensure that students with additional needs are able to complete their course, develop in confidence and become more independent.
- Teachers and assessors are well qualified, enthusiastic and motivating. They use question and answer effectively to ensure that students understand key terms and to extend their knowledge of the topic. They plan and use a range of interesting tasks and resources which put learning into a realistic context. For example, in a health and social care class, students watched a video showing abusive practice in a care home and then carried out a case conference, identifying the effect of the abuse on the service user’s development and well-being.
- Students practise their presentation skills and evaluate their own learning well in the best lessons. In one class, childcare students confidently presented the skills and qualities they thought were needed to become a nursery manager and were able to explain and justify their reasoning. However, in a minority of lessons, students’ presentation skills are not developed sufficiently and students do not benefit from constructive feedback on their performance from their peers.
- Students’ ability to study independently and develop their research skills is enhanced by using materials provided for them on the college’s virtual learning environment. A programme of educational visits, trips and visiting speakers supports learning in the classroom and personal development. For example, a group of students attended a tea party to serve and communicate with older people.
- Teachers and assessors track and monitor the progress of their students carefully and ensure that students are well aware of the work they still need to complete. In tutorials they outline students’ strengths and areas for improvement clearly and motivate students to aim for high grades wherever possible. However, the targets they set in the majority of cases are not detailed and specific enough to help students make more rapid or better progress.
- Detailed, constructive advice and consistent correction of errors in grammar and spelling help students to improve their written work. Assessors visit students in the workplace frequently, and use an approach to assessment that effectively brings together learning from a range of units.

Marked work is returned promptly, but occasionally a delay in getting feedback impedes progress for a small minority of students.

- Teachers help students to develop their use of English in lessons by practising writing well-structured short answers, reading out loud and recognising their own mistakes. However, teachers do not consistently develop students' skills in mathematics and use of ILT. Teachers provide apprentices with very positive support with English and mathematics, which helps them to achieve their functional skills qualifications and develops their confidence.
- Students are given accurate information before starting the course, and a thorough induction. This ensures that the majority of students are on a course which meets their needs and matches their career intentions. Staff provide effective advice and guidance which help students to progress to employment, further education and training or secure a place at university.
- Staff promote a mutually supportive atmosphere in which students from differing backgrounds and cultures work well together. Small numbers of male students are confident and well integrated into their groups, as are those with disabilities or additional learning needs. Teachers challenge stereotypical views effectively and students demonstrate a good understanding of the need for inclusive practice in health and social care and early years.

Building and construction

16-18 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment in construction are good, leading to good outcomes by students. Teachers have good rapport with students and high expectations of them. Students' attendance and punctuality are generally good and students enjoy their studies.
- Support is very good and tailored effectively to meet each student's needs. Support staff provide timely and targeted support for students, which helps them to make good progress. Detailed reviews and convivial, regular meetings ensure students work hard to meet challenging targets.
- Teachers engage students through frequent, good opportunities to practise their trade skills, such as stripping down walls ready for plastering and applying mortar. Consequently, most students use hand tools with dexterity. Students on carpentry courses benefit from projects that promote detailed and accurate work, such as the construction of staircases, integrating the development of good measuring skills. However, a very few advanced craft students do not demonstrate craft skills beyond the basic level.
- Apprentices in the workplace develop strong customer service skills. They are courteous, polite and demonstrate a willingness to help where possible. Employers provide very positive feedback about apprentices' employability skills.
- The use of technology to support learning and assessment is good. The wide range of online resources available to construction students and apprentices is well used and enables them to consolidate their learning in class, and at a time that suits them.
- Teachers provide thorough assessment and feedback on the quality of students' work. As a result, students know what they have to do to improve. Teachers provide a good service to apprentices by, for example, regularly travelling long distances at unsociable times to carry out workplace visits to help apprentices complete their assignments. Apprentices use a wide variety of evidence such as installation of complex commercial electrical conduit to demonstrate good development of skills.
- The development of students' English and mathematics skills is good in many lessons. Teachers plan good tasks that incorporate different concepts effectively, for instance calculating appropriate ratios of sand and lime when creating mortar for the restoration of walls. Teachers are adept at promoting language skills for students whose first language is not English, breaking

down words into syllables in order to establish correct pronunciation, promoting confidence in speaking and listening. Most students develop good ability with written and spoken technical language.

- Teachers effectively assess students’ English and mathematics abilities prior to starting their course. However, the use of this information to assist lesson planning is perfunctory and not mapped to individual needs clearly enough, so opportunities are missed to stretch the more able students.
- Good initial advice and guidance ensure that most are on the right course, and very few students leave early. Apprentices are able to pick subjects to study that suit the work they are undertaking in employment, for example substituting existing qualification units to study electrical testing and diagnostics, providing good links to the requirements of legislation.
- Managers are making good progress in the development of work opportunities for full time students, although external work experience is not widespread and does not always aid progression to employment.
- Teachers promote the rich and diverse cultures that surround them; for example, discussion of construction techniques across the world leads to good appreciation of differing industry standards. Students discuss highly evocative subjects, such as tackling homophobia, and this promotes good social equality.

<p>Hospitality and catering</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- The college’s excellent support and encouragement for students significantly contribute to the high success rates in this subject. Staff are particularly effective at overcoming barriers that prevent students staying at college, working closely with support teams to re-engage students. Learning plans clearly recognise progress made, with clear targets that help students work towards personal and employability goals as well as academic targets. Students regularly make use of online resources outside lessons to help them with revision.
- Good teaching, learning and assessment ensure that students make good progress. Teachers motivate students well and use a range of well-paced activities during most theory lessons to maintain students’ interest. Students are attentive and contribute well to discussions. In a minority of lessons teachers answer questions rather than encourage students to think for themselves, and more able students are not always given tasks that stretch and challenge them.
- Students enjoy attending college. They feel safe and their confidence and skills have improved. The college provides numerous opportunities for students to enrich their learning through competitions, trips and visits. For example, in a ‘Hell’s Kitchen’ competition, groups of students worked together to produce a three course meal, judged by customers. Advanced level students undertake work experience at prestigious establishments in London, leading to employment.
- The standard of students’ work is very good. In the training restaurant it is excellent. Customer satisfaction is high. Teachers provide clearly defined job roles and responsibilities that enable students to become autonomous, serving customers professionally and courteously. In a minority of kitchen production classes, objectives are too generic, concentrating on the production of dishes, not the professional standards or skills that need to be developed.
- Feedback from teachers helps students to understand what they must do to improve. In the best examples, feedback is led by students, is clear and involves self-evaluation individually and as a team. Written feedback is generally good. However, in the less effective lessons, feedback is weak, with little meaningful involvement of students. Teachers do not always set challenging targets to encourage students to become independent. The students’ portfolios do not contain enough photographic evidence to capture the good work that students produce.

- Initial assessment is good in ensuring students are on the correct English and mathematics course. The students find the induction is stimulating, preparing them well for the programme and the challenges of working in the industry. Team working is established early which allows staff to understand how best to support students to succeed.
- Teachers use their knowledge of industry well to ensure students get excellent advice and guidance. A series of taster events and a successful Saturday academy help to ensure students receive the right guidance before they start college, so that they are on the right programme, and few leave early. Teachers draw on their industry knowledge to help students during their time at college to make the right career progression choices.
- The embedding of English and mathematics into the catering curriculum is satisfactory. Not all teachers take advantage of the opportunities to reinforce learning in lessons. For example, the correct spelling and use of technical terminology are rarely reinforced in practical lessons and not all teachers correct spelling and grammar on marked work to help students achieve more professional standards of presentation.
- An inclusive atmosphere is well promoted, as students come from culturally diverse backgrounds and demonstrate respect for each other and their teachers. Students with specific learning needs make good progress. However, the promotion of equality and diversity to promote further understanding requires improvement. Teachers provide too few opportunities for further exploration of these experiences, through menu planning for example, and opportunities are not taken to explore current ethical food trends such as sustainability.

<p>Sport</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
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- Good teaching, learning and assessment ensure most students make good progress and achieve their qualification. Decisive action has been taken in year, resulting in increased rates retention and achievement. Students' attendance is satisfactory and their behaviour and attitudes to learning are good.
- Students develop good practical and employability skills. They develop good coaching and instructing skills and correctly use safe warm ups and relevant flexibility exercises. In practical gym lessons they show good progression in developing their fitness instructing skills, confidently demonstrating correct technique. They also develop good skills in customer care with clients.
- Students are enthusiastic, enjoy their learning and are well behaved. Internal and external progression is good and students' progress well on to higher level sports related degree courses at local and national universities and into employment in the fitness and sports industries.
- Teaching, learning and assessment are good. Students benefit from well qualified and enthusiastic staff with recent relevant fitness and coaching industry experience. In the better lessons teachers effectively relate topics to the sport and fitness industry, linking practical knowledge to the underpinning theory. In a sport coaching lesson, peer assessment was used effectively to reinforce strengths and areas for improvement, providing valuable feedback for a student coach.
- In less effective theory lessons the planning lacks a focus on the learning of individual students. In some lessons, students all work at the same pace and the teachers do not provide assessment and learning activities that challenge all students to their full potential. Teachers do not take opportunities to stretch the more able students or support the less knowledgeable.
- Courses provide clear progression routes to employment. Training and learning take place in commercial fitness facilities and all students respond positively to the professional environment. Internal work experience in the commercial fitness facility is good, but the scope and number of placements in the local community are insufficient.

- Support and guidance are very good and all students value the individual support they receive from their lecturers. Tutors regularly check attendance and progress against targets that help students to progress. However, teachers do not always discuss targets sufficiently with students and they are not always jointly set.
- Assessment of marked work is good. Assessments are well constructed and allow students the opportunity to achieve their learning goals. Feedback is detailed and constructive and students benefit from the advice of knowledgeable, industry qualified teachers. Spelling, punctuation and grammar are routinely checked so that students know how to improve. A minority of students do not see the necessity to study functional skills related to their employment pathway.
- Initial advice and guidance and assessment are good and ensure that students are placed on the right level of programme. Students receive good support with university and job applications, and they successfully progress to appropriate courses of further learning and employment. Learning support is well targeted and is used very effectively to help individual students achieve.
- Course enrichment activities are used constructively to introduce students to the sport and leisure industries and provide aspirational experiences at local universities. Links with local clubs and sports bodies offer examples of employment progression. Good partnerships with a commercial fitness centre offer relevant work placement opportunities.
- The promotion of equality and diversity is good. Mutual respect is very evident in the classroom. Teachers emphasise the importance of professional values and appropriate behaviour. They develop students' awareness about equalities perspectives when delivering sports coaching lessons to different client groups from the college and local schools.

Independent living and leisure skills

16-19 study programmes
19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement. Although students' achievement of qualifications is high, the incremental progress that students make from their starting points is not drawn together successfully to give a clear account of progress across all aspects of a student's programme.
- Students' programmes include a satisfactory range of subjects. Most students gain meaningful internal work experience and a minority benefit from external placements. They are encouraged to engage with the local community and develop their social skills well. However, learning programmes are not sufficiently flexible to meet the specific development needs of individual students.
- Students enjoy enrichment activities including dance, and have achieved success in enterprise projects, competing successfully against other colleges.
- Students work independently and purposefully when involved in cooking and gardening, developing their practical skills well. Students on a hair and beauty course demonstrated very good manicure and hand massage techniques. However, in other lessons, students do not always acquire the skills they need to work to a good standard and improve their awareness of safe working.
- In the best lessons, mainly in practical settings, skilled and motivated teachers manage groups of students with high levels of need very effectively. In an exceptional lesson, students operated a busy and popular tea room for one afternoon. All students had clearly designated roles and demonstrated the active development of their social and personal skills. Students were proud of their work and pleased to be raising money for charity.
- Teachers' planning for learning in the classroom-based lessons is weak. Too much focus is given to the completion of activities rather than active learning. Teachers do not use ILT enough in

lessons to extend learning. Too much emphasis is given to static, paper-based work. Consequently, some lessons lack variety and interest and students do not make good progress.

- Teachers' initial and diagnostic assessment of students is comprehensive, but does not result in a clear baseline showing students' previous attainment and starting point for all aspects of their programme. Learning aims for each area of a student's programme are often not specific enough and inconsistently recorded. Progress reports do not clearly illustrate to students, parents and carers, the progress students are making.
- The marking of students' work is of variable quality and students do not always know what they need to do to improve.
- Teachers do not routinely integrate and develop English and mathematics in all lessons. In better lessons, teachers build on naturally occurring opportunities, for example through discussing the shapes of hanging baskets. Students' files show an overreliance on worksheets, with little use of reading materials from everyday life and insufficient development of mathematical skills. Student files are not organised into a meaningful record demonstrating improvement.
- Support for students is very good and their support needs are carefully assessed both before and during their programme. Specialist support requirements, including physical equipment, and support for emotional and behavioural difficulties are in place in good time. In lessons, teachers make good use of support workers who encourage students to become more independent.
- Teachers successfully promote the progression of students to realistic, appropriate pathways.
- Students show a good awareness of their own and others' rights and responsibilities. Teachers give good attention to equality and the celebration of diversity in lessons. Students appreciate the safe and welcoming learning environment provided by the college.

The effectiveness of leadership and management

Good

- Carshalton's Principal, senior managers and governors provide a very strong lead in promoting the college as an important asset for the community, and a safe learning environment where students and apprentices can succeed. This ambition is increasingly being translated, by good leadership, into reality, seen in the high success rates and improving teaching, learning and assessment. However, work is still to be done, as high standards are not yet fully and consistently applied across the college.
- An active governing body reviews a wide range of relevant information on college performance, which is thoroughly scrutinised and then used for appropriate challenge. The board, which includes enthusiastic student governors, has endorsed carefully considered strategic developments which have resulted in improved performance in many subjects.
- A federation with Kingston College has resulted in savings on administrative services, allowing more resources to be allocated to learning activities. The federation is also beginning to bring benefit to Carshalton through sharing of good practice.
- The planning and development of the college's curriculum are a particular strength. As a result of careful analysis of the local labour market, the needs of employers and work with local schools, the college provides programmes of learning that lead to local employment opportunities, as well as progression to higher education. The college has been successful in obtaining funding for new construction and motor vehicle accommodation which will allow the further development of higher level qualifications.
- Improvement of teaching and learning has been a focus for development over the last year. The college's critical view of its provision in its 2012/13 self-assessment has led to improvements, enabled by such things as a strong lesson observation system and subsequent support to staff.
- A satisfactory appraisal system and, where necessary, rigorous performance management are playing a useful part in improvement work. An improved programme of continuous professional development now effectively helps the majority of staff develop their teaching skills. However,

staff vocational training and the support for new members of staff vary across college, with insufficient specialist training for staff teaching on independent living and leisure skills courses.

- College managers have embraced the concept of study programmes well. They have encouraged more students to take intermediate qualifications in English and mathematics, and are planning to provide further work experience opportunities.
- The college's self-assessment report is largely accurate. Sophisticated systems for assessing students' progress and quality of provision are very effective in ensuring that challenging targets are met throughout the year. However, improvements are still required in such things as attendance in functional skills classes. More general improvements are aided by a useful course review system, although this is not used effectively in all subjects.
- The college's work to safeguard students and ensure that achievement gaps are closed is good. The college meets its statutory requirements for safeguarding students. The concept of safeguarding is well developed in an innovative student induction, and staff and students are well aware of their roles and responsibilities. Information gathered about students potentially at risk is used very effectively by support services. The impact of this work is seen in the closing of achievement gaps since the previous inspection.
- The inclusive atmosphere of mutual respect and a desire for learning amongst the vast majority of students is impressive, reflecting a range of initiatives across the years. Managers have responded well to the most recent equalities legislation; for instance the adaptation of toilets to meet the potential needs of transgender students.

Record of Main Findings (RMF)

Carshalton 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	-	2	-	2	2
Outcomes for students	2	2	-	2	-	2	2	-	-
The quality of teaching, learning and assessment	2	2	-	2	-	2	2	-	-
The effectiveness of leadership and management	2	2	-	2	-	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early years and playwork	2
Building and construction	2
Hospitality and catering	2
Sport	2
Independent living and leisure skills	3

Provider details

Type of provider	General further education college							
Age range of students	16–18, 19+							
Approximate number of all students over the previous full contract year	2,967							
Principal/CEO	Mr P Mayhew-Smith							
Date of previous inspection	March 2011							
Website address	www.carshalton.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 students (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	418	343	370	340	371	211	0	10
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	103	111	90	278	2	27		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of students aged 14-16								
Full-time	N/A							
Part-time	204							
Number of community students	N/A							
Number of employability students	89							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Contextual information

Carshalton College is a medium-sized general further education college located on one main campus within the London Borough of Sutton. Sutton is a relatively prosperous London borough, but it does include pockets of deprivation. In December 2011, the college received approval from the Secretary of State to enter into a federation with Kingston College. It still retains its own governing body. The college attracts students primarily from the boroughs of Sutton, Merton and Croydon, and approximately 45% of students are from minority ethnic backgrounds. The college's curriculum is strongly vocational, covering nine subject areas and it is a large provider of work-based learning programmes in south London with more than 600 apprentices.

Information about this inspection

Lead inspector

Joyce Deere HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Vice Principal – Head of College as nominee, carried out the inspection with short notice. Inspectors took account of the provider'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 lessons, assessments and progress reviews. The inspection took into account all relevant provision at the provider. 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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