

Warrington Collegiate

General further education college

Inspection dates		20–24 October 2014
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Good-2
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- the proportion of learners who leave the college without a qualification has reduced over the last three years but it is still too high
- the quality of teaching, learning and assessment is not consistently good as the work set is insufficiently demanding to ensure that learners make good progress and achieve their potential
- the proportion of learners that achieve English and mathematics qualifications is low as the quality of teaching is weak on these courses
- leaders and managers have not done enough to ensure rapid and sustainable improvement to the quality of provision and outcomes for learners across all subjects
- teachers and assessors whose practice is not of a sufficiently high standard do not receive appropriate support to help them improve.

This provider has the following strengths:

- younger learners on foundation-level study programmes make good progress in improving their vocational skills and achieve well
- learners benefit from the skills and knowledge of teachers and assessors who are experts in their vocational fields and who place a high priority on the development of learners' technical skills
- accommodation and specialist resources to support learning are of high quality and are maintained well
- leaders and managers make very good use of their extensive links with employers to provide high-quality external work placements for young people on study programmes
- the curriculum is highly responsive to local and regional priorities and provides learners with good opportunities to progress to further study, apprenticeships and employment.

Full report

What does the provider need to do to improve further?

- Increase the proportion of learners who achieve their qualifications and secure the highest possible grades by ensuring that learners attend all their lessons, complete their courses and produce work of a standard that is consistent with their aspirations and potential.
- Raise the quality of teaching, learning and assessment so that it is consistently high across all subject areas. Ensure that all teachers and assessors set accurate and challenging targets for learners, use activities and resources that challenge and motivate learners, monitor learners' progress closely, and provide detailed and specific feedback to learners about what they need to do to improve.
- Rapidly improve the quality of teaching on English and mathematics courses so that a much higher proportion of learners achieve appropriate qualifications. Ensure that the teaching of English and mathematics is planned well to meet the needs of individual learners, that lessons are stimulating and challenging, and that learners develop the skills they need for work and in everyday life.
- Increase the pace and rigour of actions to improve the quality of provision by ensuring that self-assessment identifies accurately areas for improvement and actions to improve the provision, and by monitoring closely the impact of actions taken.
- Provide relevant professional development opportunities that enable managers, teachers and assessors in the weaker subject areas to improve their skills through learning from colleagues who work in the most successful areas. Ensure that this leads to rapid improvements in teaching, learning and assessment.
- Evaluate the quality of lessons accurately through observations and provide clear and accurate guidance to teachers and assessors about what they need to do to improve the quality of teaching, learning and assessment.

Inspection judgements

Outcomes for learners	Requires improvement
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- The college provides study programmes across a broad range of subject areas for learners aged 16 to 19, and these constitute over half of the overall provision. The college also provides vocational courses for adult learners, which make up around a quarter of the provision, and an apprenticeship programme for younger learners and adults which makes up a fifth of the provision. The college also provides a small number of community learning courses and employability courses for adult learners.
- The proportion of learners on college-based provision who complete their courses and achieve their qualifications increased over the three years to 2013/14 but remains slightly lower than for similar providers. In several subject areas, too many learners leave their course before reaching the end.
- Younger learners on foundation-level study programmes make good progress in improving their vocational skills and achieve well. However, the proportion of younger learners who succeed on intermediate- and advanced-level courses is low. Adult learners achieve well on intermediate-level courses, but are less successful on advanced-level courses.
- The proportion of learners who complete their course successfully varies significantly across subject areas. In many areas, such as sport, motor vehicle and public services, a high proportion of learners make good progress and achieve their qualifications. In other subject areas, including childcare and information and learning technology, significantly fewer learners are successful than in similar colleges.

- The proportion of learners who gained a high grade increased in 2013/14. However, learners do not always make good progress. Teachers do not always provide sufficient challenge to ensure that learners achieve at the highest standard.
- Too many apprentices leave their training programme without achieving relevant qualifications and meeting the requirements of the framework. In the latter half of 2013/14, managers improved successfully the quality of training and support that apprentices receive. This has led to a significant improvement in the success rate among apprentices who have completed their training in recent months.
- Learners improve successfully the skills that they need for work. As part of their study programmes, younger learners apply and extend their learning in the workplace through a wide range of appropriate and helpful work placements.
- The proportion of learners who achieve English and mathematics qualifications is low. The development of learners' English skills in vocational lessons is good in many subject areas. However, teachers and assessors do not spend sufficient time ensuring that learners acquire successfully the mathematics skills that they need for future employment.
- Actions taken to improve the achievement of female learners have been successful, and there were no significant achievement gaps in 2013/14. Learners with learning disabilities make good progress and their performance is slightly better than for other learners.
- The great majority of learners who complete their course progress successfully into employment or into further training and education. The proportion of learners whose destination is unknown is very small.
- In a minority of subject areas, the proportion of learners who progress from intermediate- to advanced-level courses is low. Too many learners who complete the first year of a two-year advanced-level course do not progress to the second year.

The quality of teaching, learning and assessment	Requires improvement
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- The subject areas reported on represent a sample of the college's most significant provision. Inspectors looked in depth at teaching, learning and assessment in health and social care, engineering, construction, hairdressing and beauty therapy, foundation mathematics, and accounting and business administration. Inspectors also investigated the quality of teaching, learning and assessment in many other subjects.
- Teaching, learning and assessment require improvement. In several subject areas, learners receive tuition and support that is not good enough. Consequently, too many learners do not complete their programmes successfully, and a significant minority of learners do not attain the high grades of which they are capable.
- Attendance is not yet good enough and, during the inspection, was particularly low in English and mathematics lessons. The majority of learners have positive attitudes to learning. However, in a few lessons, learners arrive unprepared for learning and lack basic equipment such as paper and pens.
- Highly qualified and experienced teachers and assessors place a high priority on the development of learners' technical skills. In the majority of subject areas, teachers use their skills well to set purposeful tasks that interest and enthuse learners. For example, on sport courses, teachers develop successfully learners' team working, leadership and practical coaching skills. In performing arts, learners work together well to plan performances, allocating roles in acting and dancing, and analysing how the roles will complement each other.
- Teachers do not always have high enough expectations for their learners which results in a minority of learners making slower than expected progress. Learners, particularly the more able, too often become distracted and lose interest as a result of insufficiently challenging activities. In too many lessons, weak planning to meet the individual needs of learners leads to teachers focusing their lessons on the average level of ability in the class. On a few advanced-level courses, the topics and activities in lessons are insufficiently demanding for learners studying at this level.

- Teachers develop successfully the skills that learners need to gain and sustain employment and to progress to further and higher education. Learners on study programmes at all levels carry out appropriate work placements and visits to relevant industries locally, nationally and internationally that enhance their learning. Teachers relate the content of their lessons successfully to learners' experience of work. As a result, the majority of learners develop their readiness for work very well.
- The development of learners' English and mathematics skills on GCSE and functional skills courses is weak. Teachers' assessment of learners' readiness to take examinations is not accurate enough and too many fail. Teachers do not develop learners' English and mathematics skills consistently well on vocational courses. In a minority of subject areas, such as hairdressing and beauty therapy, learners make good progress in developing their skills. However, in several subject areas, such as building and construction, teachers pay insufficient attention to ensuring that all learners make good progress in improving both their English and their mathematics skills. Not all teachers correct errors in spelling, punctuation and grammar in learners' work systematically.
- Learning support assistants lack clear guidance about their role in lessons. As a result, learners who need extra help do not always receive appropriate additional support to meet their specific needs and their progress is slow.
- Learners receive accurate initial advice and guidance about courses that are available, and this means that they join courses at the right level to meet their individual needs. Staff work closely with schools and the local community to advise and inform learners of the college's courses and apprenticeship opportunities. The introduction of more robust recruitment processes at the start of the academic year and early monitoring of learners' progress have resulted in a reduction in the proportion of learners leaving their course early. Impartial careers advice is helpful in supporting learners in planning for their next stage of education or employment.
- Teachers assess learners' current skills comprehensively at the start of their courses, and identify accurately the minimum grades that learners should achieve. However, too often teachers set targets for learners that provide insufficient challenge to enable them to make rapid progress and achieve their anticipated grade. Teachers do not assess and record learners' progress sufficiently well. The recent introduction of an electronic tracking system has led to an improvement in the monitoring of progress, but this is not yet consistent across the college.
- Feedback to learners is brief and imprecise in too many subject areas. When successful, teachers and assessors provide detailed and constructive feedback to learners so they are clear about what they need to do to improve. In a minority of cases, teachers' feedback includes spelling and grammatical errors.
- Accommodation and specialist resources are good and teachers use them well to support learning. The majority of learners successfully use additional activities and resources available through the college's virtual learning environment to widen their learning. However, too many teachers make insufficient use of learning technology to support and extend learning both in and outside the classroom.
- Teachers, assessors and managers promote successfully a caring and supportive ethos in the college, and learners show a high level of respect for their teachers and their peers. Many events take place in the college to promote an inclusive culture and to develop learners' understanding of both equality and diversity. However, teachers do not plan their lessons effectively to promote learners' understanding of and empathy towards different social and cultural groups in order to prepare them to live and work in a diverse society.

Health and social care
Early years and playwork
16-19 study programmes
19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement, and this is reflected in the proportion of learners who successfully complete their course and achieve their qualification. The success rate improved in 2013/14 but remains low on advanced-level courses.
- Teachers and learning mentors support their learners well, and this has led to a recent improvement in attendance and an increase in the proportion of learners completing their course. Learning mentors now monitor attendance closely and maintain regular contact with absent learners.
- Teachers provide a wide range of relevant learning activities to enable learners to develop their skills. However, many of the activities on advanced-level courses are too easy and provide insufficient challenge for learners. As a result, too many learners make insufficient progress.
- All younger learners following study programmes carry out vocational work placements that enable them to improve their employability skills successfully in health and social care and childcare settings. Learners complete written assignments that link appropriately to their work experience and help them to extend their understanding and improve their skills in, for example, working with children in day-care centres and with patients with dementia. Teachers encourage learners successfully to relate their understanding to the world of work through a wide range of appropriate activities. For example, learners on childcare courses design activities to use with children to support their development. A few learners on childcare courses gain employment with their placement provider when they complete their course.
- Teachers encourage learners to carry out additional activities outside the classroom to develop independent learning skills. However, too many learners do not complete these activities, which limit the progress that they make in gaining the skills they need for work.
- Prompt and accurate initial assessment results in learners enrolling onto the appropriate level of course, and ensures that learners who need extra help receive support promptly. This has contributed to more learners staying on their courses in the current year. However, targets set for learners at the beginning of their course are not always sufficiently specific or challenging and, as a result, learners do not always know precisely what they need to do to make progress quickly.
- The guidance that learners receive on how to approach written assignments is insufficiently clear and detailed. In too many instances, teachers do not monitor learners' progress well enough, and are insufficiently aware of what learners have achieved and what they need to do to progress further.
- Teachers give detailed verbal feedback to learners that helps them to develop their knowledge and make reasonable progress. The majority of feedback on learners' written work is clear and provides helpful information on how learners can improve further. In a few instances, teachers' spelling and grammatical errors on written feedback set a poor example to learners.
- The majority of learners make reasonable progress in improving their skills in English, mathematics and information and learning technology. Teachers plan well to integrate the teaching of English within the vocational area. However, in a few lessons, teachers give insufficient attention to ensuring that all learners develop their mathematics skills.
- Learners receive appropriate information, advice and guidance before, during and at the end of their course. This ensures that learners join an appropriate course to meet their career aspirations and that they have sufficient information to help them choose their progression routes.

- Teachers ensure that learners gain a good awareness of both equality and diversity. They prepare learners well to work with clients from a wide range of backgrounds in health and social care settings. For example, learners on childcare courses demonstrate a very good level of understanding about how to ensure that the needs of all children are met when planning activities in childcare settings.

Engineering Motor vehicle 16-19 study programmes 19+ Learning programmes	Good
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- Teaching, learning and assessment are good. This is reflected in the high proportion of learners who complete their course and achieve their qualifications. A high proportion of learners progress from their course to higher levels of study and to employment.
- Teachers use their good subject knowledge and extensive industrial experience to develop learners' confidence, knowledge and practical skills well. They refer frequently to the engineering and motor vehicle industries to make learners aware of current industry practices. As a result, the majority of learners make good progress.
- Initial assessment is robust and accurate in identifying individual learners' needs. Applicants to motor vehicle courses complete a mechanical aptitude assessment that enables teachers to place learners on appropriate courses. However, the targets that teachers set for learners are not specific enough, and do not help learners to identify precisely what they need to do to achieve their goals.
- Learners successfully develop the skills that they need for employment in the engineering and motor vehicle industries. The standard of learners' practical work is good and reflects what takes place in industry and in commercial garages. For example, learners on electrical and electronic engineering courses, design, manufacture and test electronic circuits very accurately. Learners on motor vehicle courses diagnose and rectify faults in light vehicle chassis systems competently. In a minority of motor vehicle practical lessons, teachers do not develop learners' underpinning knowledge sufficiently.
- In theory lessons, teachers use challenging tasks to extend the knowledge of the more able learners. In a minority of lessons, teachers use insufficient directed and probing questions to maintain learners' interest and to check their knowledge and understanding.
- Learners make good use of learning technology to support their learning. Learners on motor vehicle courses use specialist computer software to gather information about car manufacturers' technical specifications and use this information well in their practical work. Learners make extensive use of learning and assessment resources on the college's virtual learning environment. They use internet-based materials well to extend their learning outside the classroom.
- Study programmes meet the individual needs of younger learners successfully. Learners on intermediate- and advanced-level courses carry out a two-week work placement. A group of learners on the electrical and electronic engineering course benefited from a work placement in Dusseldorf, which enabled them to explore European practice in their vocational area. Another group of learners have a placement planned in a Spanish engineering company. Learners on foundation-level courses have work experience planned for later in the year, when they have gained the relevant skills they need to carry out placements.
- Learners develop good English and mathematics skills on their vocational courses. Teachers develop learners' verbal communication skills well, improve learners' grammar and spelling, and introduce engineering and motor vehicle terminology effectively to increase learners' technical vocabulary. Learners use engineering formulae ably, carry out accurate calculations, and use

precision engineering instruments such as multimeters, micrometers and oscilloscopes to support their work.

- Assessment of learners' work is timely, accurate and consistent. Assignment briefs have clearly stated tasks and are appropriate for the level of the course. However, the quality of teachers' written feedback is inconsistent and does not always include sufficient detail to help learners improve their work.
- Information, advice and guidance are good. Teachers use group and individual tutorials effectively to help learners to overcome barriers to their success. Course leaders motivate learners well to complete tasks and assignments to agreed timescales. Learners are very positive about the advice they receive from their tutors and college staff on progression routes, career opportunities and higher education.
- Arrangements to ensure that learners work safely are good. In the workshop and in the electronic laboratory, learners use equipment and tools safely. They carry out risk-assessments, identify accurately the hazards, and address them promptly.
- Learners' behaviour and attitudes in lessons are good, and teachers and learners have a high level of mutual respect for each other. The proportion of female learners in engineering and motor vehicle is much lower than typically found in similar colleges.

Building and construction

16-19 study programmes

19+ Learning programmes

Apprenticeships

Requires improvement

- The quality of teaching, learning and assessment requires improvement so that more learners make good progress and achieve their qualifications. In too many lessons, learners do not make sufficient progress. In the minority of lessons where teaching is of a high standard, skilful planning and relevant activities enable learners to make rapid progress.
- Teachers and assessors identify learners' starting points accurately and the majority of learners join courses at the appropriate level. However, teachers and assessors do not make sufficient use of the outcomes of initial assessment when planning learning. Learners' targets are insufficiently specific and, as a result, learners are not always clear about what they need to do to achieve their learning goals.
- Learners develop their practical skills successfully in well-equipped workshops, and their practical work is of a good standard. For example, learners on brickwork courses make good progress in constructing complex curved walls with inlaid decorative panelling. Learners regularly compete in regional and national skills competitions and this enhances their motivation and skills, and enriches their learning experience.
- Learners who, because of personal reasons, are at high risk of leaving their course receive very good individual support from their personal tutors. The great majority of these learners complete their course successfully.
- Teachers plan study programmes well to enhance learners' personal, social and employability skills. All learners carry out well-planned and relevant work placements that enhance their understanding of the industry and improve their skills. Teachers have arranged for a group of learners to gain valuable work experience with large European construction companies.
- In too many lessons, teachers do not plan to meet the individual needs of learners. Groups of learners often do the same work even though the range of ability and level of skills varies significantly.
- Teachers and assessors assess learners' written work routinely and provide feedback to learners. However, they do not check consistently the progress that learners are making in developing the specific skills they need to work in the construction industry. Feedback to

learners on their written work is often too brief and does not always enable learners to know what they need to do to improve further.

- Initial advice and guidance require improvement. A significant minority of learners follow courses that do not meet their individual needs and which are not suitable for their career aspirations. As a result, too many learners do not complete their courses.
- The development of learners' English and mathematics skills requires improvement. Too many learners do not recognise the importance of developing their English and mathematics skills for future employment. Teachers and assessors do not identify or correct learners' spelling and grammatical errors in their written work routinely, and a small minority of learning materials contain inaccurate written English.
- Health and safety practices are of a very high standard. Learners stay safe as a result of highly effective controls to prevent harm. Learners respect their environment and conduct themselves in an appropriate manner. Teaching staff challenge antisocial behaviour effectively and, as a result, instances of bullying and harassment are low.
- Teachers and assessors pay insufficient attention to preparing learners for working in a diverse society. Learners often consider different working practices in other countries, which broadens their understanding. However, learners acquire insufficient understanding of the diverse cultural and social backgrounds of their future clients.

Hairdressing and beauty therapy

16-19 study programmes
19+ Learning programmes
Apprenticeships

Good

- Teaching, learning and assessment are good, and this has led to a recent improvement in the proportion of successful learners. A high proportion of learners now achieve their qualifications on classroom-based courses. Amongst the small number of apprentices, too many leave without achieving their qualifications. Many learners progress to a higher-level course.
- Teachers have high expectations for learners and, as a result, learners make good progress. Teachers encourage learners successfully to work in line with professional standards and requirements. Successful teaching enables learners to acquire relevant knowledge and a wide range of practical and client-care skills. For example, learners on advanced-level nails services courses gain a very good understanding of nail diseases, and the correct technical terms, very early in the course. Learners on intermediate-level hairdressing courses develop their confidence quickly to identify appropriate approaches to liaising with clients, including asking relevant questions. A range of opportunities for learners to demonstrate their skills in competition work at national and international levels improves learners' career prospects.
- Study programmes enable younger learners to gain appropriate skills and experience. Learners benefit from a wide range of relevant work experience opportunities that bring a strong industry focus to all teaching. They also gain work-related skills through visits to employers and from presentations by external speakers. Employers contribute fully to the programmes; for example, locally prominent hairdressers demonstrate new techniques. Learners gain a wide range of additional skills that will help them in their future employment. These include involvement in volunteering and specialist training in areas such as long hairdressing.
- Teachers plan lessons well to meet the individual needs of learners. They take good account of what each learner needs to achieve when planning activities. Extension tasks on hairdressing courses challenge the more able learners to extend their learning beyond what they need to achieve the qualification. Learners regularly use online resources to extend their learning and to achieve their individual targets.

- Learners who are experiencing personal difficulties receive very effective support from a team of mentors. Learners who need extra help attend additional lessons where they receive intensive individual support. However, additional support is not always effective in enabling learners to improve their progress.
- Teachers and assessors identify learners’ individual needs accurately at the start of their courses and set appropriately challenging targets. Regular reviews provide clear information to learners about their progress on the course, and teachers and assessors use this information well to plan further learning. Teachers and assessors mark learners’ work fully and accurately. They provide regular and timely feedback to learners on the progress that learners are making and what they need to do to improve further.
- Learners develop their mathematics skills well in lessons. For example, on a hairdressing course, learners develop their mathematics skills in ratios to enable them to mix colour products safely and effectively. In the majority of lessons, learners improve their English skills successfully. However, in a small minority of lessons teachers make too many spelling errors in learning materials or on the whiteboard. Too many learners do not achieve English or mathematics qualifications.
- Learners benefit from appropriate and timely information, advice and guidance. As a result, they have a sound understanding of relevant further training and career opportunities.
- Learners and teaching staff treat each other well and with respect. However, teachers and assessors do not routinely develop learners’ understanding of diversity. Teachers and assessors make insufficient use of their own experience of working with a diverse range of clients.

<p>Foundation mathematics</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Inadequate</p>
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- Significant weaknesses in teaching, learning and assessment mean that the proportion of learners who achieve qualifications in functional and GCSE mathematics is very low. Poor attendance in too many lessons has a negative impact on learners’ progress and achievement.
- Teachers are appropriately qualified and use their mathematical knowledge well to provide clear explanations of key learning points in lessons. However, they do not always challenge learners sufficiently well. Learners who need extra help to improve their mathematics skills do not always receive appropriate support. Not all teachers provide sufficient challenge to the most able learners to ensure that they improve their skills quickly. As a result, the progress of too many learners is slow.
- In many lessons, planning for learning takes insufficient account of learners’ individual needs. All learners work on the same topics in lessons even when previous assessment has demonstrated that they are already competent in a particular area. Learners spend too much time working individually on exercises from textbooks or worksheets that have little relevance to their vocational subjects. They have insufficient opportunity to consolidate and enhance their understanding about mathematical problems through discussion with their teachers and their peers. As a result, too many learners become bored and lose interest.
- Teachers identify learners’ starting points accurately through initial testing, and ensure that they place learners on mathematics courses at the appropriate level. However, they do not use the results of these tests effectively to set specific and challenging targets for individual learners. Consequently, many learners do not know precisely what they need to do to improve their mathematical skills.
- Teachers use verbal feedback well in lessons to encourage learners. Most teachers monitor closely the progress of those learners who attend regularly, and provide them with written feedback that identifies their errors and what they need to do to improve their work. However,

not all teachers routinely require learners to make corrections to their work and, as a result, learners do not always acquire appropriate mathematical skills.

- Teachers do not develop learners’ English skills routinely. Learners make reasonable progress in extending their knowledge of specific terminology used in mathematics. However, teachers provide too few opportunities for learners to interact with their peers to develop their communication skills. Learners have insufficient opportunity to develop their skills in using information and communication technology to improve their mathematical skills.
- Learners receive insufficient information, advice and guidance. Staff inform learners accurately about the requirements to achieve mathematics qualifications as part of their study programmes. However, at the start of their programmes, many learners are unsure about when mathematics lessons are taking place and therefore do not attend. Too many learners do not appreciate the importance of acquiring good mathematics skills in order to be successful on their vocational course and in their future career.
- Teachers promote successfully an ethos of mutual respect between learners in their lessons. However, the topics and resources that teachers select to develop learners’ mathematical skills do not reflect sufficiently, or prepare learners to live and work in, a diverse culture.

<p>Accountancy and finance</p> <p>Administration</p> <p>Apprenticeships</p>	<p>Requires improvement</p>
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- Teaching, learning and assessment require improvement, and this is reflected in the level of achievement on the apprenticeship programme. The proportion of learners who achieve their qualification within the planned time is high in accountancy and finance. However, the success rate in business administration is lower than the rate for similar providers.
- Teachers and assessors have high expectations of learners, and the majority of learners who are currently on apprenticeship programmes are highly motivated and making reasonable progress. Teachers and assessors promote professional standards appropriately, and work well with learners to enable them to gain the skills they need to make a successful transition into the world of work. Learners benefit from good support that enables them to develop their confidence and independent learning skills successfully.
- Too much teaching, learning and assessment do not provide sufficient challenge to enable all learners to achieve their potential. Too many teachers and assessors use a limited range of teaching and learning strategies that do not meet the needs of all learners. Learning resources and assessment materials are generally of high standard. Learners use the virtual learning environment well to develop their independent learning skills, extend their knowledge about the vocational area, and obtain feedback from assessors.
- In accountancy lessons, teachers successfully use group activities designed to meet the individual needs of all learners. In these lessons, learners are highly motivated and make good progress. However, in too many other lessons and reviews, teachers and assessors make poor use of information about learners’ starting points to plan and deliver learning activities and, as a result, focus insufficiently on ensuring that learners work towards their individual targets. Too often, targets that teachers and assessors set for learners at the beginning of their programme are insufficiently challenging.
- Assessment of learners’ work is good. Teachers and assessors use effective questioning techniques to check learners’ understanding and to ensure that learners correct poor practice quickly. The majority of teaching staff use a wide range of strategies to enable learners to collect and submit assessment evidence including recordings of professional discussions and online assessment.

- Learners benefit from the regular and timely feedback that they receive from assessors and employers, and are clear about what they need to do to improve. Feedback is particularly effective on the business administration programme. In accounting, well-designed peer-assessment activities are effective in enabling learners to develop a better understanding of different approaches to problem solving.
- Learners make insufficient progress in improving their English skills. Too often, teachers and assessors fail to correct errors in learners' written work and action plans and, in a few instances, learning resources contain grammatical errors. Learners develop successfully the mathematics skills that they need to be effective when working in accounting and business administration.
- Information, advice and guidance are good. Teaching staff work closely with employers to provide effective support and guidance for learners about future career opportunities.
- Teachers and assessors encourage good working relationships successfully and create a respectful learning environment. Business administration apprentices improve their understanding of equal opportunities legislation which helps them to participate successfully in discussions about equality issues and recruitment policy at their place of work. Celebration of diversity is less evident and rarely appears in planning for learning. Teachers and assessors often fail to make appropriate links to topical and cultural issues when opportunities arise during lessons or in workplace reviews.

The effectiveness of leadership and management

Requires improvement

- Senior managers and governors have a clear ambition for the college to provide high quality education and training to improve the local economy and enhance the quality of life and aspirations of local residents. They work successfully with the local authority and the local enterprise partnership to ensure that provision is highly responsive to local and regional priorities and provides learners with good opportunities to progress to further study, apprenticeships and employment.
- Governors have a wide range of relevant skills and expertise which they use well to support the college's development. They receive regular reports on the college's performance and challenge senior managers to account for underperformance when it is identified. However, the information they receive about the quality of teaching, learning and assessment is not always sufficiently accurate and is often too positive about the college's performance. This limits governors' ability to hold senior managers to account.
- Learners benefit from a wide range of study programmes with clear progression routes to further study, apprenticeships or employment. Study programmes enable learners to improve their personal, social, and employability skills including personal presentation, time-keeping and writing applications for jobs. The design of programmes includes an appropriate focus on improving English and mathematics skills. However, in too many areas, learners make insufficient progress in developing these skills.
- Leaders and managers make very good use of their many links with employers to provide external work placements for young people on study programmes. All learners have work experience placements planned during the year. Learners on foundation-level courses improve their personal and practical skills in college in order to prepare them for their placement later in the course.
- Leaders and managers have recognised the need to improve the quality of provision and have taken appropriate actions. This has led to an improvement in 2013/14 in the proportion of learners who are successful on classroom-based courses and a significant improvement in recent months in the number of apprentices completing their programmes successfully. However, progress in tackling many areas of weakness has been too slow. Managers' evaluation of the college's performance in the self-assessment report is over-optimistic and fails to identify many key areas for improvement, particularly in relation to the quality of teaching, learning and

assessment. As a result, outcomes for learners have not improved rapidly enough and require improvement.

- Managers monitor the performance of teaching staff closely using indicators that include success rates, learners' progress, and the outcomes of observations. Teachers participate in a wide range of relevant professional development that helps them to improve their practice. However, observations of lessons do not provide managers with a sufficiently accurate picture of the performance of individual teachers and assessors. Too many lessons are over-graded. Consequently, teachers and assessors whose practice is not of a sufficiently high standard do not receive appropriate support to help them to improve.
- The management of subject areas is not consistently good. In subject areas such as sport, motor vehicle and performing arts, curriculum managers have very successfully improved the quality of provision, leading to much improved outcomes for learners. In several other subject areas, curriculum management is insufficiently rigorous and too many learners in these areas do not succeed.
- The management of subcontractors is good. Managers carry out risk assessments appropriately, and monitor closely the performance of subcontractors. This ensures that courses and apprenticeship programmes are of high quality and meet learners' needs well. The proportion of learners who are successful on subcontracted provision is higher than for the college as a whole.
- Resources to support learning are good. The college's main campus provides learners with a high-quality learning environment. Specialist resources to support learning, including learning technology, are of a high standard and maintained well.
- Managers increase learners' awareness of both equality and diversity successfully through events and promotions throughout the year. Learners with a wide range of abilities and from different backgrounds receive a high level of support to overcome any personal barriers to learning. Access to teaching areas for all learners is good, and learners with specific needs benefit from a wide range of assistive technology.
- The college's arrangements for safeguarding learners are good. All staff and governors have appropriate training on safeguarding at the start of their service and receive regular updating. Designated officers receive enhanced safeguarding training. The college has an effective safer recruitment policy that managers enforce well. Managers have created a safe environment for all learners, who state that they feel very safe while at college. Managers understand the potential dangers of the internet and maintain a very strong focus on online safety. The incidence of bullying or harassment is very low. The college has very strong links with local agencies that support vulnerable people, including the Local Safeguarding Children Board.

Record of Main Findings (RMF)

Warrington Collegiate

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	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	3	N/A	N/A	3	N/A	3	3	N/A	N/A
Outcomes for learners	3	N/A	N/A	3	N/A	3	3	N/A	N/A
The quality of teaching, learning and assessment	3	N/A	N/A	3	N/A	3	3	N/A	N/A
The effectiveness of leadership and management	3	N/A	N/A	3	N/A	3	3	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	3
Early years and playwork	3
Engineering	2
Motor vehicle	2
Building and construction	3
Hairdressing and beauty therapy	2
Foundation mathematics	4
Accounting and finance	3
Administration	3

Provider details

Type of provider	General further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 1,661							
	Part-time: 6,659							
Principal/CEO	Mr Paul Hafren							
Date of previous inspection	October 2010							
Website address	www.warrington.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+
	369	340	345	401	578	408	9	67
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	177	442	75	349	N/A	23		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	660							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Ashley Hunter Training Limited ■ Acorn Training Limited ■ Bolton College ■ Fullagar Construction Skills ■ Power in Partnership ■ Ultimate Performance Training Centre Limited ■ Unite the Union 							

Contextual information

Warrington Collegiate is a general further education college that provides vocational courses and apprenticeship programmes in the borough of Warrington. The borough has a population of 205,100. Service industries provide the main source of employment in the borough, including finance and business services, and public administration, education and health services. The unemployment rate in Warrington is lower than both the regional and national rates. The proportion of people in the borough with a qualification higher than level 2 is slightly above the national rate. The proportion of school pupils attaining five GCSEs at grades A* to C, including English and mathematics, is higher than the proportion for the North West.

Information about this inspection

Lead inspector

Steve Hailstone HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Assistant Principal Organisational Development and Quality 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 learners' 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 learners 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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To find out more go to www.employerview.ofsted.gov.uk

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