

Skegness College of Vocational Training

Independent learning provider

Inspection dates 24–27 November 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings

This is a good provider

- Senior managers provide effective challenge to all staff and subcontractors to maintain the high quality of the provision.
- All staff demonstrate a strong commitment to meeting the needs of individual learners which motivates them well.
- The study programme is well designed to meet the needs of learners and local employers.
- Teachers motivate learners well by planning interesting and lively lessons.
- Teaching staff provide exceptional care and support for learners, particularly those with higher needs or significant barriers to learning, to help them to succeed.
- Learners make good progress, develop a wide range of personal and employability skills and enjoy their learning.
- The majority of learners progress into further education or employment.

It is not yet an outstanding provider

- Achievements for learners on entry level 3 English and mathematics qualifications require improvement.
- Senior managers carry out insufficient analysis of data to support strategic planning and measure the impact of improvement actions.
- Written feedback following assessment of learners' work is insufficiently detailed to clearly identify what all learners need to do to improve further.
- Learners demonstrate good respect for others, but do not clearly understand how their behaviours reflect wider diversity topics and British values.

Full report

Information about the provider

- Skegness College of Vocational Training (SCVT) was founded in 1975 and has its head office in Skegness, Lincolnshire. It offers a range of training across East Lincolnshire, including business administration, hairdressing and beauty, preparation for work and sport. Subcontracted provision with two local providers offers additional training in construction, engineering, hospitality and catering.
- Around 120 learners are on study programmes with SCVT and its subcontractors. Of these, 112 learners are aged 16 to 18 and eight are aged 19+. There have been significant changes to the provision since the previous inspection. The franchise arrangement to provide hairdressing and beauty therapy training with a local further education college was discontinued in the summer of 2015. SCVT has reconfigured its staff structure and invested significantly in relevant learning resources to maintain local hairdressing and beauty therapy training provision.

What does the provider need to do to improve further?

- Ensure that all learners develop their English and mathematics skills and a higher proportion of those studying at entry level 3 achieve their intended qualifications.
- Ensure that senior managers make more effective analysis and use of available data to support strategic planning and set specific, measurable targets for improvement actions.
- Fully embed the arrangements to prevent extremism and radicalisation so that learners clearly understand the links between the development of their personal and employment-related behaviours, wider equality and diversity topics and their relationship to traditional British values.

Inspection judgements

Effectiveness of leadership and management is good

- The managing director and general manager successfully encourage staff to take a caring, flexible approach to supporting learners to succeed. They ensure that all staff place the well-being and success of the learners at the centre of everything that they do.
- Managers successfully planned and led a restructuring of the company to maintain essential local training opportunities and meet the needs of employers and learners following the end of a franchise arrangement with a local further education college.
- SCVT works well in collaboration with other local providers to meet the needs of young people in the local community, particularly those who have significant barriers to learning. SCVT provides education for a few pupils aged 14 to 16 in conjunction with schools in Boston and Skegness. Vocational training in hospitality and construction to meet the needs of learners and local employers is provided by two subcontractors located in areas of socio-economic deprivation.
- The flexible approach to the management and delivery of the study programme is very effective in helping learners to develop their employability skills and achieve valuable qualifications. Managers help tutors in using a wide range of very successful strategies to support individual learners, such as one-to-one additional tutoring, frequent short breaks from lessons and well-tailored learning materials, to keep learners engaged.
- Managers ensure the priority of English and mathematics through effective embedding of these subjects within the study programme and the recent introduction of GCSE courses.
- Senior managers use appropriate data reports to ensure contract compliance and manage the performance of subcontractors and staff. They meet with subcontractors regularly to monitor the progress of individual learners.
- Managers frequently collect the views of learners and their parents or carers about the quality of the provision; they use these well, along with the results of observations of the quality of teaching, learning and assessment and course reviews, to plan staff training and development and improve the effectiveness of the provision.
- The most recent self-assessment report is accurate. However, insufficiently specific and measurable targets are agreed for each action in the associated improvement plan.
- Senior managers have developed excellent working relationships with a wide range of local agencies to provide tailored support to the most vulnerable learners, particularly those with high needs or very significant barriers to learning. For example, information and guidance for staff from a national drug and alcohol treatment charity is used well to understand and manage the behaviours of learners affected by these issues.
- **The governance of the provider**
 - Governance arrangements are well developed. The managing director and general manager have a close, intimate knowledge of the progress of different groups of learners.
 - Managers monitor the progression and destination of learners well to measure the impact of the study programme and provide very good challenge to managers to maintain the high quality of the provision.
 - Senior managers insufficiently analyse all available information about the impact of additional support for the most vulnerable of learners; for example, they do not monitor the retention and success rates of those learners who are identified as being 'at risk'.
- **The arrangements for safeguarding are effective**
 - All staff give the safeguarding of learners a high priority and provide exceptional support to those most vulnerable.
 - Managers closely monitor the attendance and behaviours of vulnerable learners.
 - SCVT works excellently with parents, carers and a range of local agencies, including local authorities, substance misuse teams, police, charities and schools, to ensure consistent approaches to the care and oversight of vulnerable learners.
 - Managers have been slow to develop SCVT's arrangements to prevent extremism and radicalisation. Staff have recently completed appropriate training. Relevant risk assessments and action plans are in the early stages of implementation.

Quality of teaching, learning and assessment is good

- Most learners make good progress from their starting points because tutors create a safe and welcoming environment in lessons. They plan activities that learners enjoy and question them carefully so that they are challenged to give answers that show a deeper understanding of the subjects they study. A very few learners do not make the progress of which they are capable because they have to wait for others to complete tasks before they start the next activity.
- Tutors monitor learners' progress very well. Almost all learners know the progress they are making and how they can improve. Tutors identify learners who make slow progress quickly and take effective action to help them to catch up and move on with their learning. Often, this involves tutor support for personal issues, extra one-to-one tutorials and revised individual learning targets.
- Tutors have appropriate vocational experience and teaching qualifications. They use their knowledge and experience well to create interesting learning materials. For example, in one lesson, learners used computers to arrange aspects of child behaviour into appropriate categories by dragging and dropping words into boxes. Tutors provide good guidance so that learners are well supported to produce high-quality work in lessons and can easily retrieve information to help them when revising.
- Learners receive exceptionally good care and attention from tutors who place a high priority on supporting learners' physical and emotional development alongside their academic needs. Many learners have a wide range of complex needs and these are met well so that they can make swift progress. Tutors use a detailed initial assessment to accurately identify these needs and tailor effective programmes for individual learners to achieve their potential in learning, develop their personal skills and prepare for future employment. Tutors also use the results of initial assessment to plan lessons that meet all learners' needs well. For example, in an English lesson on formal letter writing, each learner was given a personalised scenario, with differing levels of difficulty.
- Support for the small number of learners with high needs is particularly effective. Tutors gain extensive understanding of their needs through interview and careful monitoring of their progress. Managers use the funding for these learners effectively. For example, they employed a speech therapist for one learner and monitored the positive impact this had on the learner's progress. They also provide adapted equipment for those with specific needs, for example laptops with large keyboards, as well as goggles so that a learner can safely chop onions in order to continue with a catering course that supports his independence and career aims.
- Tutors check learners' understanding well in lessons and give them good verbal feedback explaining what they can do to improve their work. Most written feedback helps learners to improve, and tutors clearly identify mistakes in the accuracy of English well in learners' written work. In a minority of cases, written feedback praises learners without identifying potential improvements and, in a few instances, punctuation and spelling errors are not corrected.
- Managers and tutors maintain strong and effective links with parents, carers and subcontractors and work closely with them to help learners make progress. Very close links with the carers of care leavers help to protect these vulnerable learners as they move to live independently. Tutors and managers involve parents and carers of learners with high needs particularly well. They meet with them to identify all learners' specific support needs and ensure that tutors fully understand established strategies for dealing with challenging behaviour.
- Tutors take prompt action to prevent bullying, including cyberbullying, and ensure that inappropriate language and behaviour in lessons is challenged successfully so that all learners are kept safe. However, e-safety is not formally reinforced sufficiently throughout the programmes.
- Tutors' close attention to individual needs ensures that all learners are offered an equal opportunity to succeed. Learners respect each other's diverse needs and support each other well. However, tutors do not promote the wider aspects of diversity sufficiently in lessons in order to prepare all learners for work in a diverse wider community.
- Learners benefit from good development of their English and mathematics skills. Tutors successfully motivate learners to attend and improve their skills up to GCSE level. Learners gain good employability skills through a work skills qualification. A majority progress to employment, training or further education.

Personal development, behaviour and welfare is good

- Learners engage well in training sessions and have positive attitudes to learning. Learners develop their employability skills well and understand how these will help them to gain employment or progress to

higher-level training. Tutors help learners to identify measurable personal and learning targets which are frequently reviewed. Learners enjoy their learning and talk confidently about the good progress they have made since starting at SCVT; they are proud of their achievements.

- Learners develop good personal skills, such as increased confidence, time management and self-organisation; they work productively as part of a team. Learners who demonstrate exceptional efforts to improve their personal and academic well-being are recognised and appropriately rewarded by tutors. For example, three learners on a sport and leisure course who attend the local gym during holidays to extend their programme knowledge and improve their health and well-being receive a bonus payment.
- Learners receive good work-related experiences, which support closely their career ambitions and are arranged at appropriate times within learners' programmes. Hairdressing and beauty learners work in a realistic salon setting to complete the practical elements of their training. Learners develop effective communication skills as they make appointments and discuss clients' hair and beauty requirements as they apply their practical skills. These learners also benefit from visits to professional trade exhibitions, which provide them with an insight into higher professional standards. Many learners following programmes in business administration carry out reception duties and filing within one of the four training centres to prepare them for external work experience.
- Advice and guidance about learners' next steps is good; they are strongly encouraged by their tutors to think about future career paths including further learning. Tutors are good role models and inspire learners to be ambitious. Learners on hairdressing and beauty therapy courses, for example, discuss further training options in physical therapy and barbering. A large majority of learners aspire to self-employment. However, learners are not encouraged early enough in their programmes to research different types of business structures to enable them to explore their benefits and pitfalls.
- Learners' work is of a good standard and in both English and mathematics most learners successfully improve their skills from their starting points. Tutors regularly reinforce the importance of spelling and work-related terminology; however, there is less emphasis on the development of learners' speaking and listening skills in a few sessions. A few learners demonstrate poor handwriting skills and tutors do not always encourage them to improve.
- Learners are polite, behave well and act appropriately. They demonstrate good respect for other learners and staff, make suitable contributions to discussions and build productive relationships. Learners develop their understanding of community values through participation in a wide range of extension activities, such as charity fundraising and supporting a local food bank. Learners are safe and feel safe. They understand the importance of staying safe when using the internet and mobile phones.
- The rare use of derogatory language by learners is challenged instantly by tutors who take swift action when there are concerns about a learner's personal development and welfare. When a learner's behaviour changes, tutors take immediate action to find out why, for example by discussing with the learner their online activities such as social media involvement.

Outcomes for learners

are good

- Success rates on most accredited qualifications are above those for similar providers. Retention rates are very high. The large majority of learners achieve their qualifications within the agreed timescales.
- Learners, most of whom have significant barriers to learning or who start their learning from a low base, are supported very well and make good progress. The very few learners who do not progress remain actively engaged in the study programme.
- Achievement by all groups of learners is high.
- The majority of learners progress from the study programme to further education and employment. No learners have yet progressed to an apprenticeship.
- Most learners make good progress in improving their skills in English and mathematics. Success rates of English and mathematics qualifications at levels 1 and 2 are high; however, success rates at entry level 3 require improvement. Significant difficulties with the online examination system in 2015 required a small minority of learners to resit external examinations. As a result, they became demotivated and failed to succeed. A few successful learners have yet to receive their certificates.

Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	140
Principal/CEO	Mrs Carole Cameron
Website address	www.skegnesscollege.co.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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	48	2	60	3	5	2		
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16–18	19+	16–18	19+	16–18	19+		
Number of traineeships	16–19		19+		Total			
Number of learners aged 14–16								
Funding received from	Education Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ First College ■ Build-A-Future 							

Information about this inspection

Inspection team

Gerard McGrath, lead inspector	Her Majesty's Inspector
Christine Blowman	Ofsted Inspector
Pauline Hawkesford	Ofsted Inspector

The above team was assisted by the general manager, as nominee, and carried out the inspection at short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. Inspectors observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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