

Barnfield College

General further education college



15–18 March 2016

Inspection dates

Overall effectiveness

Requires improvement

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| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Requires improvement |
| Outcomes for learners | Requires improvement |
| 16 to 19 study programmes | Requires improvement |
| Adult learning programmes | Requires improvement |
| Apprenticeships | Requires improvement |
| Overall effectiveness at previous inspection | Inadequate |

Summary of key findings

This is a provider that requires improvement

- The proportion of teaching, learning and assessment that is good or better has increased since the previous inspection. However, too many teachers still do not provide sufficient challenge to enable students and apprentices to make the progress of which they are capable.
- Too few teachers ensure that their students and apprentices develop their higher-level skills of thinking and critical evaluation sufficiently nor produce written work of a high standard.
- Written feedback often lacks detail to enable students to improve their work and achieve a higher grade.
- Too many students and apprentices do not attend their courses well and on time; leaders' actions have improved attendance significantly on previous years, but it requires further improvement.
- Leaders often place too much emphasis on the completion of processes and do not evaluate sufficiently the impact of actions taken to rectify weaknesses in teaching, learning and assessment.
- Leaders' collection and use of data at subject and course level are yet to enable them to identify declines in performance promptly and accurately.
- The teaching, learning and assessment of English and mathematics require improvement.

The provider has the following strengths

- Leaders and governors have taken decisive action to place the college on a firm financial footing and as a result have recently invested significant resources to recruit managers and teachers with the appropriate expertise to improve the quality of teaching, learning and assessment.
- Most teachers and assessors use their industry knowledge and expertise well to enable most students and apprentices to develop good practical skills.
- Leaders and managers have secured significant improvement in the behaviour of students and apprentices since the previous inspection; students and apprentices are now highly respectful of each other and staff.
- Leaders' and managers' performance management of staff is now effective; they take prompt action to both support and challenge staff whose performance does not meet agreed expectations.

Full report

Information about the provider

- Barnfield College provides learning on two sites in Luton. The college attracts students from the town and the surrounding areas which together have a population of around 211,000. The college provides study programmes and adult learning provision in 11 subject areas and apprenticeships in seven.
- The proportion of pupils aged 16 taking GCSE examinations who achieve five or more grades at A* to C, including English and mathematics, is just below the average for the whole of England. In 2014, the average point score for young people aged 18 studying courses at level 3 was below the national average.
- The proportion of young people aged 16 to 18 who are not in education, employment or training in Luton is at a similar level to that nationally. More people of working age are unemployed than nationally. The proportion of people who are self-employed is also lower than that found nationally. A lower proportion of the local population is educated to levels 2, 3 and 4 than in the region and across England.

What does the provider need to do to improve further?

- Improve teaching, learning and assessment by ensuring that teachers:
 - set high expectations of what students and apprentices can achieve, and that they attend frequently, on time and remove their coats in lessons
 - plan stimulating activities and tasks, particularly in theory lessons and for independent study, that motivate and challenge all students and apprentices to accelerate their learning and make swift progress
 - develop students' and apprentices' higher-level skills of thinking and critical evaluation
 - improve the quality and frequency of assessment and written feedback in order for students and apprentices to know precisely what to do to improve their work and achieve higher grades.
- Improve English and mathematics provision by ensuring that teachers:
 - enable their students and apprentices to develop their writing skills fluently and produce written work of a high standard
 - mark controlled assessments on GCSE English courses accurately
 - consolidate and reinforce effectively students' and apprentices' understanding of key mathematics principles and concepts
 - set challenging targets that extend students' and apprentices' English and mathematics skills
 - promote effectively the value of students attending the optional additional GCSE lessons frequently.
- Leaders and managers should evaluate thoroughly the impact of actions taken to rectify all weaknesses in teaching, learning and assessment so that the pace of improvement is increased.
- Leaders and managers should use accurate data at subject area and course level effectively in order to identify and plan to rectify any decline in performance.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders, managers and governors have developed a detailed development plan that defines precisely the expectations for all staff to provide high-quality education provision and improve outcomes for all students and apprentices. At the time of inspection, most of the college's leaders and managers have been in post for a year or less; however, their expectations are well communicated and ensure that all staff have clear understanding of their roles and responsibilities. Leaders' actions have begun to secure improvement but too much teaching, learning and assessment still requires improvement.
- Leaders and governors have taken decisive action to rectify the key financial problems affecting their capacity to improve the quality of provision; they have secured financial stability and placed the college on a firm footing from which to improve outcomes for all students and apprentices. As a result of their effective financial management, leaders have been able to invest significantly in the recruitment of experienced managers and teachers to implement the planned actions required to improve the quality of teaching, learning and assessment. However, the majority of managers and a significant proportion of the teaching staff have been appointed recently and planned actions to improve teachers' and assessors' practice have yet to ensure that students and apprentices make the swift progress of which they are capable.
- Leaders and managers have a good understanding of the quality of teaching, learning and assessment because members of the newly formed teaching academy team identify accurately the key strengths and weaknesses of teachers' practice through frequent, effective 'learning walks' of lessons.
- Since the previous inspection, leaders and managers have strengthened their monitoring of the quality of provision. Consequently, they have been successful in bringing about improvements in students' attendance and behaviour and ensuring that more students and apprentices stay in learning. However, leaders and managers have not ensured that all planned actions to secure improvement are implemented quickly and, as a result, too much provision requires improvement. Leaders and managers often place too much emphasis on the completion of processes and not enough on evaluating sufficiently the impact of actions taken to rectify weaknesses in teaching, learning and assessment.
- Leaders' and managers' performance management of staff is now effective; they take prompt action to both support and challenge staff whose performance does not meet agreed expectations. Appraisals focus appropriately on teaching and assessment practice and appropriate action is taken if staff continue to fail to improve their practice.
- Leaders' and managers' collection and use of data have improved since the previous inspection. These are now used to monitor the quality of provision and hold staff to account more effectively. However, this is less effective at subject and course level as managers do not identify trends promptly and accurately or any decline in performance at course level.
- Leaders have invested significant resources in establishing a large team of English and mathematics teachers with appropriate expertise and experience. However, the majority of these teachers have been appointed recently and there has yet to be sufficient improvement in outcomes for students and apprentices in these essential work-related skills.
- Leaders have strengthened impartial information, advice and guidance by increasing the college's team of specialist advisers and broadening the service to students and apprentices.
- Leaders and managers have been effective in raising the profile of the college and establishing productive links with key stakeholders, including employers, schools, the local enterprise partnership and the local authority, in order to ensure that the college's provision meets local and regional skills needs. Leaders are currently working with other education providers in the area to rationalise their courses and avoid unnecessary duplication of provision.
- Leaders and managers ensure that teachers promote diversity and the values of respect and tolerance well. As a result, students are able to develop their understanding of different cultures, religions and express their feelings respectfully. However, few assessors ensure that apprentices have a good understanding of the diverse needs of customers or the communities they serve in the workplace.
- **The governance of the provider**
 - Governors have a good understanding of the college's provision and have established a clear set of targets to monitor performance. Governors challenge senior leaders effectively and are well informed about the performance and direction of the college. However, not all performance targets are sufficiently ambitious to help improve the quality of provision further.
 - Governors further improve their understanding of provision by conducting visits to lessons with experienced managers. Students and employers are represented well on the governing body; their views are sought regularly to inform leaders' planning.

- Governors are well informed and demonstrate a good understanding of the issues of extremism, radicalisation and safeguarding relating to students and apprentices attending the college.

■ **The arrangements for safeguarding are effective**

- Managers operate robust safe recruitment practices and thoroughly vet all new staff before they start work at the college.
- Managers keep detailed records of safeguarding instances, which they review frequently to ensure that all issues are resolved and referred to the relevant agencies as appropriate. However, managers do not analyse the types of instances sufficiently well to help them identify trends or patterns.
- All staff, including governors, have received appropriate training in safeguarding practices and know how to implement their responsibilities well. All staff have completed basic training on how to identify and respond to the potential radicalisation of students.
- Students and apprentices are safe. Managers identify unsafe practices effectively and act promptly to bring about improvement. Teachers promote safe working practices well and in the very few areas where safe working practices do not meet the high standards required, urgent action is taken to rectify all concerns.

Quality of teaching, learning and assessment requires improvement

- While the proportion of teaching, learning and assessment that is good or better has increased since the previous inspection, too many teachers and assessors still do not provide sufficient challenge to enable students and apprentices to make the swift progress of which they are capable. In a few instances, teachers' planning of learning is poor and consequently students lose interest and make little or no progress.
- Teachers' expectations of what students can achieve are too low; as a result, not enough students extend their understanding and application of theory or produce written work of a high standard. Too few teachers ensure that students develop higher-level thinking and critical evaluation skills sufficiently to achieve higher grades.
- Too many teachers and assessors do not challenge their students or apprentices to attend frequently, be punctual or remove their coats in lessons. Most teachers ensure that students use the college's virtual learning environment regularly to complete homework or to catch up on missed work, but few plan tasks outside of lessons that challenge students and apprentices to accelerate their learning.
- Most teachers and assessors use their industry knowledge and expertise well to enable students and apprentices to develop good practical skills. For example, students on a fashion course at level 3 worked effectively on a short, time-limited brief to create headwear from a range of recycled materials, including paper, wire and fabric; they applied their research on surrealism adeptly to produce a range of experimental, well-considered, three-dimensional designs.
- Most teachers plan group work in lessons that builds students' confidence and develops their team-working skills effectively. For example, in one lesson the teacher enabled students with learning disabilities and/or difficulties to develop fully their understanding about 'giving consent' as part of a team role-play activity. However, too often, teachers set work for students that is at too low a level and does not advance students' understanding sufficiently, especially for the more able. Too few teachers check and assess whether all students have fully understood a concept before moving on to another task or topic.
- Most learning assistants provide timely and effective support in and out of lessons for students who require additional help. As a result, most students develop positive attitudes to learning and make good progress. However, in a few lessons, learning assistants do not provide sufficient support for students to make the progress of which they are capable.
- In a few subjects, such as music technology and creative media, teaching is inspiring. Consequently, students make very good progress and gain a broad range of high-level skills in media production and software manipulation that prepares them exceptionally well for future employment within the creative industries.
- The quality of teachers' assessment requires improvement. Too often, teachers' and assessors' written feedback lacks sufficient detail to enable students and apprentices to know exactly what knowledge and skills they need to develop to improve their work or achieve higher grades. A minority of teachers do not plan regular assessment tasks or use questioning techniques well enough to know accurately what progress all their students and apprentices are making.
- Teachers plan tutorial sessions well; as a result, students improve their personal and social skills. However, teachers' and assessors' monitoring of students' progress is not yet sufficiently rigorous enough

to ensure that they are set challenging and meaningful targets that focus on the required knowledge and skills that students and apprentices need to master. Too many teachers and assessors set targets that lack the required specificity to ensure that students and apprentices make swift progress, such as 'read a book' or 'complete unit 3B'.

- The teaching, learning and assessment of English requires improvement. Most teachers and assessors enable students and apprentices to develop their speaking and listening skills well and improve their use of technical language by promoting industry-specific vocabulary effectively. However, not enough teachers and assessors develop students' and apprentices' use of written English sufficiently; they do not enable all students and apprentices to improve their use of spelling, punctuation and grammar or understand how to write fluently. Managers are yet to ensure that all teachers mark controlled assessments on GCSE English courses accurately.
- The teaching, learning and assessment of mathematics requires improvement. In discrete lessons, not enough teachers ensure that students and apprentices master and apply underpinning mathematics skills; as a result, students often make slow progress and struggle to grasp key mathematics principles such as algebraic terms and expressions. Not enough students attend the additional but optional GCSE mathematics lessons provided by the college. However, the majority of vocational teachers promote students' numeracy skills well because they emphasise the relevance of such skills to the workplace; for example, in a business lesson the teacher enabled students to work out the cost-benefit analyses of transactions within promotional events and calculate efficiency savings successfully.
- Teachers promote British values effectively in lessons and this prepares students well to live and work in modern, multicultural Luton. Teachers extend students' understanding of race, religious and cultural issues adeptly in most lessons and tutorials. However, assessors do not ensure that apprentices are sufficiently aware of the diverse needs of their customers and communities.

Personal development, behaviour and welfare require improvement

- Too many students and apprentices do not attend their courses well and on time; leaders' actions have improved attendance significantly on previous years but it requires further improvement, particularly in English and mathematics lessons.
- The improvement in the behaviour of students and apprentices since the previous inspection is stark; students and apprentices are now highly respectful of each other and staff. As a result, students and apprentices feel safe and know to whom and how to report their concerns.
- Not enough teachers challenge their students to develop their English and mathematics skills sufficiently and as a result not enough make good, prompt progress in these essential work-related skills. Too few teachers and assessors ensure that the quality of students' and apprentices' written work is of a sufficiently high standard.
- Most students produce practical work of a high standard. Most apprentices improve their contribution in the workplace and as a result are valued highly by employers. Students and apprentices take pride in their practical work and recognise how they can develop their skills further to meet the demands of employers and achieve their career goals and aspirations.
- Students benefit from a broad range of enrichment activities that enable them to enhance their personal, social and skills for work. Students and staff work well together in the 'Student Partnership Council' to ensure that students benefit from well-publicised events that promote spiritual, moral and cultural development effectively. For example, staff manage sensitively a series of events that enable young women students of all backgrounds to develop their awareness of gender issues through discussing issues such as domestic violence, health, work, prejudice and arranged marriages. Leaders ensure that regular enrichment events and tutorial themes promote students' and apprentices' understanding of the dangers of radicalisation and the importance of British values well.
- The large majority of students have either completed purposeful work experience or are planned to in the current year. However, leaders and managers have yet to ensure that a small minority of students have the opportunity to benefit from work experience or sufficient work-related learning.
- Leaders' actions now ensure that far more students and apprentices than in previous years take up the opportunity to shape their learning and career plans through improved impartial information, advice and guidance services. A series of well-planned events provide timely and useful information to students.

Outcomes for learners

require improvement

- Leaders' data for 2014/15 indicate that a smaller proportion of students of all ages completed their programmes successfully than in previous years and compared with those nationally. However, in the current year managers' actions are ensuring that a far greater proportion of students are staying in learning.
- Not enough students make swift progress when compared with their starting points because too many teachers do not plan learning that challenges students to extend their theoretical knowledge and skills sufficiently. Most students and apprentices develop good practical skills and produce work that meets or exceeds industry standards.
- Leaders' data for 2014/15 indicate that the proportion of apprentices who completed their programmes successfully is higher than that nationally and in previous years, but not enough achieved in the planned timescale. The majority of apprentices who have left their programme in the current year have completed successfully. However, too few apprentices are making the progress they are capable of, particularly in their off-the-job training.
- The contrast in performance of students in different subject areas is mixed; for example, a high proportion of younger students on study programmes in music succeed than compared to the national rate but too many students who study health and social care fare far worse than those studying in similar colleges.
- There are very few differences in the outcomes of different groups. Students and apprentices with learning difficulties and disabilities fare as well as those without, with the exception of students with dyslexia, whose outcomes require improvement. Students in receipt of bursary support and free meals achieve at least as well as their peers. Leaders' actions, including the effective implementation of support interventions, enable most students with experience of local authority care to stay in learning and achieve.
- Leaders' data for 2014/15 indicate a significant decline in the proportion of students achieving their English and mathematics functional skills; very few students achieved an A* to C grade pass at English or mathematics GCSE. Leaders have implemented a series of actions recently to improve English and mathematics provision, but these are yet to raise the standard of teaching, learning and assessment sufficiently and ensure that most students make good progress.
- Leaders' data for 2014/15 indicate that the majority of students and apprentices left their study and progressed to employment or further learning at a higher level, including higher education; this is a significant improvement from the previous year. However, the destinations of a small minority of full-time students and apprentices are unknown.

Types of provision

16 to 19 study programmes

require improvement

- The college provides study programmes in 11 of the 15 subject areas. The most popular courses are in construction, English, health and social care, information and communication technology and mathematics. Currently there are 1,309 students enrolled on 16 to 19 study programmes, of which nearly four tenths study courses at level 3 and around a third study courses at level 1 or entry level.
- The large majority of teachers do not set sufficiently high expectations of what students can achieve in theory lessons; as a result, too many students are not challenged to make swift progress or produce the high standard of written work of which they are capable. A minority of teachers do not ensure that students attend their theory lessons frequently and on time.
- Most teachers plan and teach practical lessons that enable their students to develop their practical skills well. For example, teachers challenge music technology students effectively to create complex musical arrangements and sounds using high-quality, industry-standard software.
- The majority of teachers' marking of students' written work does not provide sufficient feedback to enable them to improve their work. Too many teachers set targets with their students that focus solely on the need to complete tasks and not on the skills they need to develop to achieve their potential. A minority of teachers set the same targets for the whole group of students and do not tailor these to meet the particular needs of each student. Most learning assistants work productively with teachers and ensure that students who require additional help with their studies make good progress in and outside of lessons.
- Leaders ensure that study programmes are planned to meet funding requirements. However, leaders have not ensured that all students benefit from stable staffing and continuity of teaching and learning; a small minority of students have experienced disruption to the teaching of their programmes and as a result make slow progress in their studies.

- Leaders and managers ensure that students who have not yet achieved a grade C or above at GCSE English and mathematics are enrolled on appropriate courses. However, too few English and mathematics teachers ensure that their students extend their English and mathematics skills sufficiently; as a result, too many students do not make good progress.
- Most teachers on vocational courses promote the value of mathematics skills in relevant industries successfully and consequently most students improve their numeracy skills. Most teachers enable their students to develop their oral presentation skills well and improve their use of industry-specific language effectively, but not enough correct students' written errors in spelling, punctuation and grammar sufficiently.
- Leaders and managers ensure that the proportion of students taking up planned work experience has increased significantly on the previous year. However, a small minority have yet to benefit from work placements or work-related activity. In a minority but increasing number of subjects, teachers make excellent use of live assignments to provide opportunities for students to develop high levels of work-related skills. For example, students studying media at level 3 plan diligently and enact skilfully a broad range of professional roles to create interesting and well-executed television production shows.
- Leaders and managers have now ensured that students have good access to improved, high-quality impartial careers advice and guidance, and are well supported when applying for higher education courses, apprenticeships and employment opportunities. As a result, most students have a clear understanding of their future career opportunities.

Adult learning programmes

require improvement

- A total of 396 adults were enrolled on full-time courses, mostly at level 3, with a further 953 studying on part-time provision across a range of subjects and levels; the most popular substantial programmes are access to higher education, administration and business management, English and mathematics courses.
- Leaders have broadened the community learning provision; recent developments have included an increase in the volume of English for speakers of other languages (ESOL) courses and the launch of sewing and textiles courses targeting hard-to-reach groups of women of Asian origin in the local community. Leaders have increased the range of access to higher education courses on offer and have clear plans in place to develop partnership working with Jobcentre Plus to provide training for unemployed adults.
- Too few teachers plan teaching, learning and assessment well enough to ensure that the more-able students are challenged sufficiently and those who require more support receive it; as a result, too many students do not make the progress of which they are capable.
- Where teaching is more effective, teachers plan well to ensure that students accelerate their knowledge and skills. For example, on foundation art and design courses teachers use effective individual coaching techniques with probing questions to challenge students to make good progress skilfully.
- Not enough teachers use assessment effectively to check that all students have understood a concept or principle before moving on to another task or topic. On occasion, teachers do not ensure that students understand the homework they have been set. A minority of teachers allow more vocal students to dominate whole group tasks and questioning; as a result, too many other students do not participate fully and fail to make good progress.
- Too few teachers ensure that their students develop good written English skills; most teachers enable their students to use industry-specific vocabulary fluently but not enough students are supported to improve their use of sentence structure, spelling, punctuation and grammar sufficiently. Too few teachers promote the value of mathematics skills and qualifications to finding employment.
- Teachers enable most students to develop good oral presentation skills. For example, the teacher of an access to higher education course in social sciences facilitated skilfully a series of presentations by students that enabled students to improve their speaking and listening skills confidently when sharing their research findings on criminal studies.
- Teachers on access to higher education courses plan stimulating research tasks that motivate students to work independently and hone their critical analysis and evaluation skills. Teachers ensure that students on most courses, including ESOL courses, improve their learning outside of lessons using a wealth of good online resources uploaded on the college's virtual learning environment.

- Currently, 234 apprentices are enrolled in seven subject areas. The majority follow programmes in construction, engineering, and hairdressing and beauty therapy. Just under half of all apprentices are aged 16 to 18. Nearly six tenths of all apprentices study at intermediate level.
- Leaders and managers have not ensured that all employers have a good understanding of apprenticeships programmes and can support their apprentices thoroughly to ensure that they succeed; employers are supportive of their apprentices but managers have not ensured that they have a good understanding of the relevance of off-the-job learning to apprentices' roles in the workplace. Too few employers are involved fully in reviews of apprentices' progress and in the setting of meaningful targets to ensure that their apprentices make swift progress.
- Too many teachers do not plan tasks and activities that challenge apprentices to develop their understanding of theory well and consequently not enough make the progress of which they are capable. Not enough teachers ensure that apprentices understand how and why relevant theory underpins their practical skills development. Teachers and assessors do not ensure that apprentices work independently outside of lessons and accelerate their understanding and application of theory.
- Teachers and assessors plan do not develop apprentices' higher-level understanding or improve the standard of their written English skills sufficiently. For example, very few apprentices are set written research, analysis and evaluation tasks related to their programme.
- In practical sessions, teachers use their high levels of technical expertise to provide informative step-by-step demonstrations and guidance that enable apprentices to develop good practical skills and produce work that meets industry standards. Consequently, employers value the enhanced contribution apprentices make in the workplace. For example, an assessor used questioning techniques adeptly to enable a motor vehicle apprentice to understand fully the processes and skills required to apply complex paint finishes when respraying cars.
- Assessors ensure that apprentices know precisely what to do to improve their practical skills following assessment in the workplace. Assessors provide great flexibility in visiting apprentices at appropriate times to maximise assessment opportunities and enable apprentices to demonstrate and improve their practical skills. As a result, apprentices add value to their employer's business.
- Not enough teachers and assessors set targets that challenge apprentices to make progress in all aspects of their programme, including improving their English and mathematics skills. Too many targets focus on the completion of units rather than enabling learners to develop to their full potential and make swift progress.
- Managers have not ensured that all apprentices develop their English and mathematics skills beyond the minimum requirements of their programme. Not enough teachers and assessors challenge apprentices to develop these skills sufficiently and make a greater contribution in the workplace.
- The majority of apprentices who complete their programmes successfully progress to enhanced roles and responsibilities with employers. However, the destinations of a minority of apprentices who left in 2014/15 remain unknown.

Provider details

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|--|--|
| Type of provider | General further education college |
| Age range of learners | 16+ |
| Approximate number of all learners over the previous full contract year | 6,541 |
| Principal/CEO | Tim Eyton-Jones |
| Website address | www.barnfield.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 | |
|--|---|-----|-----------------|-----|---------------|-----|-------------------|-----|
| | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ |
| Total number of learners (excluding apprenticeships) | 476 | 411 | 365 | 618 | 468 | 300 | 0 | 20 |
| | Intermediate | | Advanced | | Higher | | | |
| Number of apprentices by apprenticeship level and age | 16-18 | 19+ | 16-18 | 19+ | 16-18 | 19+ | | |
| | 79 | 59 | 32 | 61 | 1 | 2 | | |
| Number of traineeships | 16-19 | | 19+ | | Total | | | |
| | 0 | | 0 | | 0 | | | |
| Number of learners aged 14–16 | 46 | | | | | | | |
| Funding received from | Education Funding Agency/Skills Funding Agency | | | | | | | |
| At the time of inspection the provider contracts with the following main subcontractors: | <ul style="list-style-type: none"> ■ Aztak Solutions ■ Free to Learn ■ Innolearn ■ Maybe Magazine ■ Training Events Safety Solutions | | | | | | | |

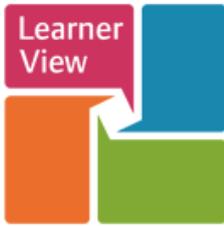
Information about this inspection

Inspection team

| | |
|------------------------------|-------------------------|
| Matt Vaughan, lead inspector | Her Majesty's Inspector |
| Shane Langthorne | Her Majesty's Inspector |
| Deborah Vaughan-Jenkins | Her Majesty's Inspector |
| Mary Aslett | Ofsted Inspector |
| Pauline Hawkesford | Ofsted Inspector |
| Chris Sherwin | Ofsted Inspector |
| Teresa Kiely | Ofsted Inspector |
| Stephen Masterson | Ofsted Inspector |
| Jane Hughes | Ofsted Inspector |

The above team was assisted by the Vice Principal – Curriculum and Learning, as nominee. Inspectors took account of the provider's most recent self-assessment report, position statements, development plans and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account nearly all relevant provision at the provider, but inspectors were unable to observe the small volume of subcontractor provision.

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