

Stoke-on-Trent College

General further education college

Inspection dates

20–23 September 2016

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

Summary of key findings

This is a provider that requires improvement

- Learners' attendance rates are low, particularly in English and mathematics classes.
- Too many learners taking English and mathematics qualifications do not develop the skills needed to achieve their qualifications and their learning goals.
- Teaching and learning do not ensure sufficiently that the least and most able achieve to their potential.
- Governors have been insufficiently vigorous and effective in providing support and challenge to leaders and managers to improve the provision since the previous inspection.
- Managers have not sustained the quality of provision seen at the previous inspection. Their considered actions to tackle the areas for improvement have not yet had a consistent impact on improving provision across the college.
- Teachers and trainers do not assess and record learners' and apprentices' progress rigorously enough.
- Managers' actions to improve the apprenticeship provision, including that subcontracted to other providers, have not yet had a substantial impact.
- The scheme for the observation of teaching does not enable managers to raise standards sufficiently.

The provider has the following strengths

- Leaders and managers have instilled a culture of safeguarding; as a result, learners and apprentices feel safe.
- Strong strategic partnerships enable managers to provide a good range of courses, which meet local, regional and national priorities well.
- Learners with high needs, particularly those on specialist programmes and those on subcontracted provision, receive high-quality teaching, which increases their confidence and independence.
- Highly effective, targeted support for adult learners on courses for access to higher education and in English for speakers of other languages courses enables them to succeed well.

Full report

Information about the provider

- Stoke-on-Trent College is a medium-sized further education college that offers vocational courses and apprenticeship programmes across its two main sites in Shelton and Burslem, and in the community. The proportion of pupils who leave school with five or more GCSE qualifications at grade A* to C including English and mathematics in Stoke-on-Trent and Staffordshire is 48%, well below the national average. The proportion of learners attending the college from minority ethnic heritage backgrounds is more than twice that of the local population.
- The main source of employment in Stoke-on-Trent is service industries, including education, health, hotel and restaurant work, and distribution. Employment in the town is lower than the West Midlands average. The proportion of adults with intermediate-level qualifications is significantly lower than the national average. Around 17% of the local population have no recognised qualifications, around twice the national rate.

What does the provider need to do to improve further?

- Ensure that all teachers set the highest expectations for learners' attendance and punctuality. Implement fully the procedures for recording, monitoring and improving attendance at lessons, particularly in English and mathematics.
- Ensure that teachers have the skills to encourage learners to develop and practise their English and mathematics skills in vocational courses to support them in achieving their qualifications.
- Enable teachers to ensure that the least and most able achieve their potential in lessons.
- Improve the assessment and recording of learners' progress during lessons by ensuring the regular monitoring of learners' performance and the accurate and timely recording of what learners have achieved.
- Improve teaching, learning and assessment by ensuring that managers who observe focus clearly on the impact of teaching on learning, and on the progress that learners make in class; train observers in writing clear and precise actions for improvement for teachers which enable managers to carry out appropriate monitoring of their development.
- Ensure that managers implement, monitor and evaluate more rigorously and carefully agreed actions to improve the apprenticeship provision, so that all apprentices make good progress in their learning.
- Improve trainers' and assessors' use of the information of apprentices' prior attainment to plan effective learning programmes
- Ensure that employer-based apprentices get appropriate access to learning resources to help them achieve within agreed timescales.
- Enable governors to have a more precise understanding of the quality of the provision and what needs improving so that they may support and challenge leaders and managers more fully to accelerate the improvement of the provision.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have not sustained the high standards of performance and quality of provision across the college since the previous inspection. Managers' actions to tackle areas for improvement identified at the previous inspection have had a variable impact on improving the provision. For example, the apprenticeship provision has not improved sufficiently.
- The management of subcontractors is too variable. Subcontracted provision for learners with high needs is very well managed, but the work of subcontractors in apprenticeships results in the same low success rates seen in the directly contracted work.
- Learners do not experience a consistently high standard of teaching and learning. Inspectors judge that leaders' overall view of the quality of teaching is too generous. While the assessment of teaching and learning is well organised, with clear guidance provided to both observers and teachers, a significant minority of observation reports focus on process and activity, instead of learning and progress. In too many instances, observers' grades do not match with their written judgements. Too often, action plans following observation do not contain sufficient detail on how teachers can improve or set challenging and precise timescales for improvement.
- College self-assessment requires improvement as the judgments and evidence used to support proposed grades do not take sufficient account of the degree to which learners and apprentices are challenged to achieve and reach their full potential, or of the progress that learners and apprentices make in relation to their starting points.
- The new principal has made a good start in bringing about improvements and developing a more productive relationship between managers and staff. The principal has provided clear direction and leadership and maintained staff morale during a period of significant challenge for the college. Strategic and operational plans are coherent and leaders communicate the college's vision and mission effectively.
- Senior leaders have rightly prioritised English and mathematics. However, the provision of functional skills has provided a key challenge with significant numbers of learners enrolling at the college with very low levels of prior achievement. Actions taken by leaders to raise standards and performance are not yet resulting in sustained improvements for learners.
- Performance management is well established. Managers provide good support for underperforming staff to improve their teaching. A few who have not improved have left the college.
- Leaders and managers have improved the learning environment since the previous inspection. New buildings equipped with a good range of specialist equipment and a wealth of useful and current material on the virtual learning environment enable learners to develop their vocational, technical and employability skills well.
- Leaders have embedded equality of opportunity extremely well throughout the college community. Learners and staff celebrate the rich diversity of its learners and the wider community well. A culture of inclusion, respectfulness and acceptance of differences is evident across the college. Managers recognise the need to improve the reporting of the

performance of specific groups, including the need to report on the performance of those with specific learning difficulties, children looked after and those formerly in receipt of free school meals, so that any underperformance can be identified and rectified.

- The college has strong collaborative links with employers, the local community and other stakeholders such as 'Skills Staffordshire', local universities, the local authority and with local schools, including those established through the college's academy trust. Leaders and managers use these links effectively to inform the college's curriculum planning and to help learners to have access to meaningful work experience.
- The college offers a broad curriculum with progression routes from foundation level to higher education that meets the needs of its community well. This is particularly so for young people who have not been engaged in education or training, adult students who are returning to learning, including those seeking work, and for those who speak English as an additional language. The college's strategic priorities align well to meet local enterprise partnership priorities in areas such as engineering, manufacturing and construction, information technology and digital communications, as well as the service sector. Learners from the college gain employment in these sectors.

The governance of the provider

- Following the previous inspection, governors did not challenge leaders and managers with sufficient vigour to bring about swift and timely improvement to apprenticeship programmes and the 16 to 19 study programmes.
- In the last year, governors have received regular reports on college performance and have become much more proactive, vocal and effective at challenging senior managers to accelerate the rate of improvement. They now have a reasonable understanding of provision and what needs improving.
- Governors place a strong emphasis on safeguarding and promoting the welfare of learners and have a clear understanding of their statutory duties and priorities.

Safeguarding

- The arrangements for safeguarding are effective.
- A culture of safeguarding is evident at all levels of the college. Collaborative partnership working and information sharing protocols with the Local Safeguarding Children Board, around issues such as potential extremism, child sexual exploitation, forced marriage and female genital mutilation ensure that the college provides a safe learning environment.
- Governors', leaders' and managers' response to the 'Prevent' duties is good. The accompanying risk assessments are detailed and subject to appropriate external scrutiny and oversight by the local authority. Managers have updated safeguarding policies and procedures in the light of very recent guidance.
- Staff and governors have appropriate safeguarding and 'Prevent' training so that they are vigilant in spotting the early signs of learners targeted by cyber bullying, online grooming and extremism. Managers closely monitor the college's internet and information technology system and have filters to prevent learners and staff from gaining access to inappropriate online content.
- The safeguarding team supports vulnerable learners and those at risk well. They manage safeguarding disclosures effectively and make swift referrals, where necessary.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment are too inconsistent across all areas of provision to be judged good. As a result, too many learners do not make the progress of which they are capable.
- Learners on 16 to 19 study programmes do not make sufficient progress when developing their English and mathematics skills. As a consequence, they do not achieve all elements of their qualifications.
- On 16 to 19 study programmes and the apprenticeship programme, teachers and trainers do not take sufficient account of learners and apprentices' different starting points when planning their lessons. In many lessons, teachers use learning activities and tasks that are not appropriate for all learners and apprentices. Too often, tasks are not challenging enough for learners and apprentices who are the most able and are too difficult for learners and apprentices who are the least able. As a result, too many learners and apprentices do not make the progress they could during lessons.
- Teachers on foundation learning programmes do not take sufficient account of learners' particular learning needs when planning and managing the activities of staff who provide extra support for learners. Consequently, in too many lessons, learners who need extra help do not receive the specific support they need to make sufficient progress.
- The learning targets that teachers and trainers set for learners on 16 to 19 study programmes and for apprentices in their individual learning plans are too often not personalised and are not challenging or specific enough. As a result, many learners are not sufficiently aware of what they need to do to make progress towards achieving their qualifications.
- Teachers and trainers do not assess learners and apprentices' progress rigorously enough. Too often, teachers do not check that all learners have understood before moving on to the next learning activity. As a result, learners who are least able do not make sufficient progress. Trainers on the apprenticeship programme do not review and record apprentices' progress in the workplace well enough. In too many instances, this leads to delays in apprentices completing their qualifications.
- The written feedback that many learners on the 16 to 19 study programme and apprentices receive from teachers and trainers is not helpful enough to enable them to improve their performance. Too many learners and apprentices are not sufficiently aware of the specific improvements they could make to their work to make good progress, and too often they repeat spelling, punctuation and grammatical errors.
- The quality of teaching, learning and assessment in provision for adults and learners who have high needs is good. Adult learners on programmes in English for speakers of other languages develop their speaking and listening skills well, which enables them to interact more confidently in social situations. Learners who have high needs make good progress in increasing their self-esteem and their ability to work well in new situations.
- Learners and apprentices benefit from rigorous initial testing at the start of their programmes. Teachers identify learners' starting points accurately to check that learners are on programmes at the right level to match their needs and abilities.
- Teachers and trainers use a wide range of interesting learning activities to develop

learners and apprentices' practical skills well across provision types. In a motor vehicle lesson, learners with high needs used the correct tools safely to remove the cylinder head from a light vehicle. In a theatrical make-up class, learners aged 16 to 19 worked on model heads to design, make and apply theatrical facial hair for specific characters.

- Apprentices benefit from off-the-job practical training from trainers who are well qualified and experienced in industry. In a bricklaying workshop, apprentices worked on individualised, complex tasks such as building a chimney, a cavity wall or an arch, completing them to a high standard.

Personal development, behaviour and welfare

Requires improvement

- Learners' attendance and punctuality of classes require improvement and have not improved substantially in the last three years, particularly for learners aged 16 to 18. Attendance of this age group on English and mathematics courses has declined and is particularly low. The actions that managers are taking to improve attendance have not yet had the necessary impact.
- Learners' behaviour in classes is not consistently good. In a minority of lessons teachers do not manage poor behaviour and low levels of disruption, which prevents learners in these classes from making good progress.
- Teachers' expectations are not consistently high enough, so learners do not develop appropriate attitudes and behaviours to succeed. For instance, teachers do not routinely challenge the use of mobile phones in lessons.
- Most learners receive good advice and guidance. Apprentices receive much improved initial advice and guidance, and are able to make informed decisions about their future careers. Advice and guidance for learners with high needs are good and most learners progress to higher-level courses.
- Most learners benefit from a range of enrichment activities, which enable them to broaden their experience, develop confidence and improve their work-related skills. Apprentices make a positive contribution to their employers' businesses.
- Learners have a good understanding of British values and how to keep themselves safe. They know who to contact should they need assistance and are aware of the risks of radicalisation and extremism.
- The standard of the learning environment at work-based sites is too variable. There are examples of excellent resources. However, other sites have limited appropriate space, and learners suffer from interruptions and distraction to learning and assessment such as in healthcare and construction.

Outcomes for learners

Requires improvement

- The proportion of learners aged 16 to 18 who successfully achieve their qualifications remains too low, despite a slight improvement in the last year.
- Learners taking level 3 qualifications achieved less well than in the previous year. For the last three years these learners have achieved less well than expectations based on their prior attainment.

- Achievements in English and mathematics for learners on study programmes are low. The proportion of learners achieving high grades in either English or mathematics GCSE has declined in the last year and is very low. Functional skills achievements for both English and mathematics are low.
- The proportion of learners achieving high grades in vocational subjects has improved steadily over the last three years. This was an area for development identified at the previous inspection.
- Although learners with learning difficulties and/or disabilities have achieved less well than other learners over the last three years, the performance gap is closing. Male and female learners achieve similarly. There are differences each year in the performance of different ethnic groups, but no consistent patterns of underperformance are evident. Learners in receipt of free school meals and children looked after achieve broadly in line with other learners. Learners with high needs achieve well.
- Adult learners achieve significantly better than learners aged 16 to 18. In the last year the proportion of adults who successfully achieve their qualifications has increased to above the national rate. Adult learners make good progress. Achievement rates have been particularly high for learners taking courses for access to higher education and in English for speakers of other languages.
- The proportion of apprentices who successfully complete their programme, both overall and within the planned timescale, has increased considerably in the past year from unacceptably low achievement rates in the past. Improvements are reflected by level and subject area.
- For all provision types, there is too much variability in the performance of different curriculum areas for the provision to be judged good. The chances of a learner's success are too dependent on the subject they choose.
- Learners' progression between levels within the college has improved over the last three years but remains low for those progressing from level 2 to level 3 programmes and from the first year of level 3 to the second year. A high proportion of learners at level 3 progress to higher education or employment.

Types of provision

16 to 19 study programmes

Requires improvement

- The college provides study programmes for 1,605 young people in nine vocational areas, with learners enrolled on level 1, level 2 or level 3 programmes.
- The quality of teaching, learning and assessment on study programmes is too inconsistent to be good and consequently the majority of learners make insufficient progress. The majority of lessons lack sufficient pace and challenge, so learners become bored and disengaged. For example, teachers do not probe learners' responses to questioning sufficiently and they do not encourage them enough to develop their ideas or extend their explanations.
- In too many curriculum areas, the actions that managers take to improve poor attendance have had sufficient impact. As a result, too many learners do not make the

progress of which they are capable. In too many lessons, low-level disruptive behaviour often is unchallenged, so learners are distracted easily from their learning.

- In too many curriculum areas, teachers do not plan well enough so that they can challenge more able learners and give appropriate support to less able learners. As a consequence, most learners do not make the progress of which they are capable.
- In a minority of lessons, learners benefit from teachers' planning to develop their English and mathematics skills, and this helps them to make the appropriate progress. For example, in a painting and decorating lesson, learners used their mathematics skills to calculate the dimensions of a room and then calculate the amount of decorating materials needed.
- In a minority of lessons, teachers develop learners' practical and vocational skills well. For example, in a lesson on light vehicle maintenance, learners used technical equipment to numerically diagnose a mechanical fault and calculate its impact.
- Learners benefit from good advice and guidance to help them choose an appropriate study programme that is relevant to their career or future study aspirations. Learners receive good impartial careers advice during their course and this enables the majority of them to progress onto higher education or employment.
- Most learners develop relevant personal and social skills needed for future employment through a wide range of opportunities, including work experience, work placements and work-related learning.
- A wide range of enrichment activities enable learners to develop confidence, work with their peers and develop work-related skills. These include clubs, societies, short courses and trips and visits such as 'Challenge' trips to China, Poland and South Africa.
- Learners are safe. Most behave with courtesy and respect towards each other. They value the college's support for them and can speak confidently and with understanding about keeping themselves safe online. They are aware of the dangers of radicalisation and extremism.

Adult learning programmes

Good

- The college provides courses for 2,676 adult learners, of which 360 are full-time and 2,316 part-time. The majority of learners follow programmes at entry level and levels 1 and 2 with a minority on level 3 programmes. Currently, 978 learners follow courses in English for speakers of other languages, 593 adult English and mathematics and 292 skills for employment. Some 200 are on distance learning programmes. Around 160 learners attend level 3 vocational study programmes.
- In close partnerships with local agencies, managers plan flexible and responsive provision that has a clear focus on developing learners' language, employment and personal skills in line with local and regional priorities and learners' needs. They work well with Jobcentre Plus, the local authority and the two local universities to ensure that learners have the opportunities for success.
- The majority of learners make good progress, produce work of a high standard and develop the skills that they need to be successful. The majority of learners taking courses for access to higher education and courses in English for speakers of other languages

achieve their qualification and progress to higher levels. Adult learners on vocational study programmes perform significantly better than younger learners. A high proportion of learners on community provision progress to college-based courses as a result of their improved levels of confidence. Learners in GCSE English and mathematics make good progress.

- In the majority of lessons, teachers assess, evaluate, track and record learning and progress very well and give learners detailed and clear feedback that enables them to improve the quality of their work rapidly. Learners evaluate their own progress and that of their peers well by using scaling grids to chart the progress they are making during lessons. Teachers' effective tracking ensures that learners experiencing difficulties are identified early and receive extra support. As a result learners make good progress.
- In a significant minority of lessons teachers do not ensure that all learners make the progress of which they are capable. Less-able learners often do not fully understand how to complete tasks and become confused; the most able do not have sufficiently challenging extension activities for them to progress at a more rapid pace.
- Teachers are enthusiastic and knowledgeable and motivate learners to do their best. They use a wide range of interesting and varied learning resources and materials that support learning and progress very well.
- Initial assessment is thorough. Teachers assess learners' needs quickly to ensure that learners are on courses at an appropriate level and effective support is provided when required.
- Teachers, tutors and mentors provide highly effective support to remove or limit the barriers to learning for a significant number of learners. Learners appreciate the sympathetic, supportive, efficient and friendly service that the mentors provide to help solve their housing, financial, childcare and communication problems. This has a significant positive impact in enabling learners to participate in learning, continue on their courses and succeed.
- Learners feel welcome in the college and have a good understanding of how to stay safe in a variety of situations and how to report concerns. Learners are respectful and cooperate well with learners from very different backgrounds and cultures. They have a very good knowledge and understanding of equality, diversity and British values and culture.

Apprenticeships

Requires improvement

- The college provides a wide range of apprenticeships, including business administration, construction, health and public services, pharmacy, engineering and retail commercial services. There are approximately 1,700 apprentices, with over 50% on intermediate-level provision. Subcontractors currently deliver just under 20% of the provision.
- During the past year, apprenticeship achievement has improved, but remains below national rates and is very variable across different subjects. Significant changes to the recruitment and management of apprentices are beginning to have a positive impact. Changes include the standardisation of tracking and the monitoring of learners' progress. It is still too early to judge whether these interventions will result in sustainable improvements.

- Employer-based apprentices do not have good access to learning resources to help them prepare for assessments and a few trainers do not develop apprentices' theoretical knowledge sufficiently to help them to achieve their qualifications.
- All apprentices undertake initial assessment and a diagnostic test. However, teachers and assessors do not always make best use of this information to meet apprentices' individual needs. For example, some apprentices with prior knowledge and experience are on the same programme as those who are inexperienced. Teachers do not plan activities which challenge them sufficiently.
- Assessment planning arrangements are improving and trainers and assessors are beginning to use technology well to share information. However, there is a significant proportion of ineffective planning, tracking and monitoring of assessment, leading to delayed achievement. Most progress reviews take place regularly, although a few assessors do not monitor progress or set targets frequently enough.
- Good off-the-job practical training from industry-qualified and experienced staff leads to well-motivated apprentices who produce high standards of work. For example, bricklaying apprentices undertake individual and complex projects, completing them to a very good standard. The higher-performing apprentices participate in internal and external competitions.
- The standard of apprentices' practical work and technical skills, including the development of mathematics and English, is good. For example, in the workplace, apprentices conduct business improvement techniques to improve productivity, and in a mathematics functional skills lesson, the teacher skilfully supported learners to explore various methods to interpret workplace data to create a pie chart and other graphs for various audiences.
- The information, advice and guidance that apprentices receive has improved and they are able to make informed decisions about their future careers. Managers give careful attention to placing apprentices at the right level with appropriate employers. However, although managers promote apprenticeships well in marketing materials, too few full-time college learners progress onto apprenticeships.
- Apprentices demonstrate a good understanding of a range of safeguarding topics. Apprentices demonstrate a strong focus on health and safety during their work, and this is reinforced well during reviews and learning sessions. Apprentices' understanding of equality and diversity is good.
- Apprenticeship provision meets the needs of an increasing number of employers and the local economy. The range of employment opportunities is broad. The majority of employers are highly supportive, with the best of these well engaged in planning of apprenticeship training and assessment.
- Apprentices make a positive contribution to employers' businesses and are valued. Many have jobs which require them to demonstrate good levels of responsibility. Teachers promote professional standards well in lessons and learners develop a good work ethic and confidence. The majority of apprentices who leave progress into employment. However, managers do not yet collect information on the progression apprentices make at work as a result of completing the programme.

Provision for learners with high needs

Good

- The college has 65 learners in receipt of high-needs funding, with two local authorities. Of these, 26 learners with very high needs benefit from highly effective specialist provision through a subcontracting arrangement with a specialist school. The majority of high-needs learners are following discrete and specialist programmes at entry level or level 1; the remainder are following vocational courses across the college at level 2 and level 3.
- Initial assessment is thorough and takes account of multi-agency assessments of learners' needs, as well as the views of parents and carers. Staff manage learners' transition from school to college well. Staff have high expectations of learners and use the allocated additional funding effectively to provide individualised learning programmes, so that learners develop their personal, social and communication skills well.
- Teachers and specialist support staff have a very good understanding of the support requirements of learners with very high needs. High-quality and imaginative teaching engages learners' interest and involvement very effectively, challenging them to think for themselves. Teachers and support staff skilfully plan individualised learning using high-quality specialist resources and equipment. Learners are able to participate fully in lessons through good use of 'switch technology' and highly effective use of sign language. As a result, learners increase their independence, develop greater self-confidence and improve their coordination skills.
- Vocational teachers and support staff are well qualified and have good subject knowledge, which they use skilfully to support learners' practical skills development. For example, motor vehicle learners can carefully remove the cylinder head from a light vehicle using the correct tools safely. Learners enjoy their learning and make good progress.
- The development of learners' English and mathematics is good. Learners develop good speaking and listening skills and vocationally relevant terminology. As a consequence of this, learners quickly become more confident in classroom sessions and can participate well in group discussions. Learners with very high needs make significant progress in English and mathematics, relative to their starting points.
- Learners benefit from a good range of work-experience opportunities and as a result they gain significantly in confidence and become more independent, preparing them well for their next steps. The large majority of learners on vocational courses have work placements relevant to their studies.
- Learners feel safe in their inclusive learning environment. They know who to speak to if they have a problem. They behave well, respect staff and others, and understand how to keep themselves safe and healthy.
- Teachers provide learners with helpful oral encouragement and feedback, although they do not identify precisely enough how learners could improve. In a few cases, written feedback on marked work is too descriptive and does not identify what learners have done well and what they need to do to improve.
- Although the initial stages of assessment are thorough, in a few cases, vocational teachers do not plan and set targets with support staff in sufficient detail to meet individual learners' needs well. As a consequence of this, learners do not have enough time to complete tasks, and teachers do not challenge the most able learners sufficiently in lessons to help them achieve the potential of which they are capable.

Provider details

Unique reference number	130815
Type of provider	General further education college
Age range of learners	14+
Approximate number of all learners over the previous full contract year	7,984
Principal	Kevin Smith
Telephone number	01782 208208
Website	www.stokecoll.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 or above				
Total number of learners (excluding apprenticeships)	16–18 297	19+ 1,097	16–18 818	19+ 894	16–18 555	19+ 242	16–18 0	19+ 6
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18 100	19+ 308	16–18 234	19+ 472	16–18 0	19+ 1		
Number of traineeships	16–19		19+		Total			
	54							
Number of learners aged 14 to 16								
Number of learners for which the provider receives high-needs funding	65							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Steelworks Dance Academy Blackfriars Academy The Skills Network Track Training Ltd C.T.S. Training Limited							

Information about this inspection

The inspection team was assisted by the principal, as nominee. 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. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

William Baidoe-Ansah, lead inspector	Her Majesty's Inspector
Victor Reid	Her Majesty's Inspector
Maggie Fobister	Ofsted Inspector
Alastair Taylor	Ofsted Inspector
Richard Deane	Ofsted Inspector
Sylvia Farrier	Ofsted Inspector
Brenda Clayton	Ofsted Inspector
Louise Tipping	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016