

# Carshalton College

General further education college

## Inspection dates

9–12 May 2017

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

## Summary of key findings

### This is a provider that requires improvement

- Achievement rates are too low on many college-based courses, particularly GCSE English and mathematics.
- Teachers do not identify in sufficient detail the individual needs and abilities of learners, and do not design lesson activities that fully address their needs.
- Teachers do not consistently set challenging targets for learners, or provide sufficiently detailed feedback following assessment; as a result, learners often make slow progress.
- Managers do not involve employers enough in the design, delivery or assessment of work-based apprenticeships; consequently, apprentices often do not fully appreciate the vocational relevance of the knowledge and skills they are acquiring.
- The range of skills and breadth of expertise of middle managers are underdeveloped; as a result, managers have not yet had sufficient impact on raising the quality of provision.

### The provider has the following strengths

- Students on study programmes develop good employability skills and benefit from valuable work-experience opportunities; they also receive high-quality and impartial information, advice and guidance, leading to good progression to further or higher education, apprenticeships or to employment.
- Managers maintain strong links with a broad range of organisations in the borough, which enable them to design a curriculum that responds well to local priorities.
- Managers help ensure that the college provides high-quality provision for learners with high needs.
- Teachers develop good strategies to promote equality and diversity and prepare learners well for life in modern Britain.
- Teachers provide good pastoral support and care for learners, which enable them to feel safe and seek guidance if required.
- Teachers provide high-quality additional learning support, which helps those students who require support to make good progress.
- Managers and staff have effective safeguarding arrangements in place and actively promote the health and well-being of learners.

## Full report

### Information about the provider

- Carshalton College is a medium-sized general further education college located on one main campus within the London Borough of Sutton. In December 2011, the college received approval from the Secretary of State to enter into a federation with Kingston College. It retains its own governing body. The college attracts learners primarily from the boroughs of Sutton, Merton and Croydon. Approximately 30% of the learner cohort is from minority ethnic backgrounds. Learners enrol at the college from over 90 feeder schools and other educational establishments each year. Most learners are studying on 16 to 19 study programmes, mainly at level 1 and level 2. The college has provision within 12 of the 15 subject areas. There are also adult learners, many of whom study on full-time programmes alongside students aged 16 to 19 on study programmes.
- Sutton is a relatively prosperous London borough, but it does include pockets of deprivation. Out of a total population of 200,100 people, 79.5% are in employment, which is higher than the national average of 74%. However, the number of benefit claimants within the 18–24 age group is higher than the national average. The main areas of employment are wholesale and retail, administration and support services, and health and social care. Most (98.7%) local businesses are small.

### What does the provider need to do to improve further?

- Raise achievement rates and increase the progress learners make relative to their prior attainment by:
  - identifying more accurately the prior attainment of each learner, and any potential barriers they may have that slow their progress
  - teaching lessons that accommodate more effectively the different abilities of the learners in the group
  - setting more detailed, developmental targets for learners
  - providing more detailed and developmental feedback to learners on how to continue improving and developing
  - identifying those teachers and assessors who are having the greatest success with learners, and creating opportunities for them to share their insights and experience.
- Identify suitable strategies that will raise the achievement rates in English and mathematics.
- Evaluate the skills gaps among the middle management team and devise a series of management development activities to address these weaknesses, for example through training, mentoring or sharing good practice with other providers in the region.
- Identify strategies whereby employers can play a more direct role in the education and training of apprentices, for example through helping to set targets, prioritise training and review progress.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and managers have not maintained the standard of provision reported at the previous inspection in 2014. Following that inspection, leaders and governors identified a decline in the quality of provision. They have put in place a clear strategy for improving all aspects of the college's work; however, the pace of improvement has been slow.
- The skills and expertise, particularly among the middle management team, are underdeveloped. Since the last inspection, leaders have reviewed and amended the management structure and redefined roles and responsibilities. They have also put in place a series of management development initiatives to help broaden the expertise of this team. These are starting to have a positive impact, and managers are taking greater responsibility for addressing the weaknesses in their respective areas.
- Quality improvement initiatives have been effective in maintaining or raising standards in certain curriculum areas, including construction, engineering, sports and public services and information technology. However, improvements have been too slow in other areas, including health, social care and early years, English and mathematics. Managers have not been able to maintain the quality of provision in other areas, including art, creative and media and on apprenticeship programmes, all of which have seen a decline in standards. Leaders have introduced new systems to improve the reliability of data forecasts; however, it is too early to judge the overall effectiveness and accuracy of these changes across the college.
- Leaders and governors maintain strong links with a range of partners, including the local chamber of commerce, the local authority economic partnership and the London economic action partnership, and a wide range of local schools, employers and training providers. They use these links to ensure that they provide education and training that respond to local needs, and prepare learners well for progression to employment or to other opportunities in the borough and beyond.
- Managers use labour market information effectively when planning the college curriculum. They deliver courses and training that align to local and regional priorities, such as helping adults re-enter employment, supporting learners with high needs to become more independent, and ensuring that learners aged 16 to 19 and apprentices are ready for work in the current and emerging employment sectors.
- Leaders use performance management and lesson observation procedures effectively to set targets for staff and help drive up standards. Managers have recently reviewed the strategies for improving teaching, learning and assessment; they visit lessons more frequently and use the information gained to identify what is working well and what requires improvement. This, in turn, helps to inform the content and design of the staff development programme.
- Managers work with teachers to prioritise areas for improvement and identify suitable training and development opportunities. However, managers do not always follow up to ensure that teachers have made the requisite improvements. As a result, the quality of teaching, learning and assessment is not yet consistently good.
- Staff create an inclusive and welcoming environment for learners, provide thorough

guidance on safeguarding and develop an increased awareness of equality and diversity among most learners.

### **The governance of the provider**

- Governors have a broad range of relevant expertise and use their diverse skills and experience well to set the strategic aims of the college. They have organised themselves appropriately through both a main board and committee structure and have a clear understanding of their statutory duties.
- Governors have improved their scrutiny of, and challenge to, senior managers, following the overly optimistic forecasts presented to them after the last inspection. Senior leaders now provide them with more detailed and informative reports on all aspects of the college's performance. As a result, governors are now better informed, and are challenging senior managers more where appropriate, to help drive up standards.

### **Safeguarding**

- Safeguarding is effective. The college offers a safe and welcoming environment for learners. Managers respond quickly and effectively to any safeguarding concerns. Where incidents arise, designated and suitably trained staff take appropriate action and involve external agencies when necessary.
- Managers maintain accurate and detailed records of any concerns, and actions taken, that relate to safeguarding. Staff are vigilant in monitoring any young person at risk of sexual exploitation, forced marriage, female genital mutilation or mental-health-related concerns. Effective links exist with a wide range of external agencies to support learners well who may find themselves at risk, for example from domestic abuse.
- Close links with the local safeguarding board and other agencies ensure that staff are aware of, and incorporate, relevant local safeguarding intelligence into key aspects of college life.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- In too many theory sessions, particularly for learners aged 16 to 19 on study programmes, teachers do not consistently use information relating to learners' prior experience, or the results of assessment, to plan relevant tasks at the most appropriate level to extend learning.
- Conversely, in most practical lessons, teachers use a suitable range of activities to engage and stimulate learners, so that they develop their skills and make the progress expected of them.
- In a significant minority of lower performing subject areas, teachers' expectations of what learners can achieve are too low. Activities and tasks in these lessons are, at times, mundane, and learners struggle to see their relevance.
- Teachers use their good vocational subject knowledge to link skills development to working situations. This helps learners to understand what to expect in the workplace and

in their chosen careers. For example, brickwork learners produced high-quality, accurate work against tight timescales, closely replicating modern site practices. In catering, learners produced menus and meals for large parties against exacting deadlines. Learners for whom the college receives high-needs funding benefit from customised programmes that improve their social skills and confidence.

- Teachers usually track learners' development well, and adjust target grades according to the progress they are making. Most learners know what they have achieved and what they still need to do to develop further. However, for a minority of learners, targets are too vague and not sufficiently detailed to improve, for example, learners' attitudes and behaviour, particularly with regard to punctuality and attendance.
  - While managers and assessors ensure that they meet awarding body standards, their approach to assessment is not consistent. Teachers do not always check that learners fully understand what has been taught before moving on to a new topic. In a minority of cases, assessors are too accepting of minimum standards from very capable learners. A minority of learners find the work too hard and struggle to make progress, while others find tasks easy and do not make the progress of which they are capable.
  - Teachers use information and learning technologies well to promote independent research and learning, particularly at advanced levels. Adult learners who balance college with jobs and families value the opportunity to access learning materials at home. In many lessons, learners use mobile devices well to look up and verify key information and data. Similarly, teachers use a range of applications well to deliver online quizzes that allow learners to confirm what they understand and what they need to revise further. Learners with high needs use online progress trackers effectively, and as a result, develop their confidence with computers.
  - Managers and teachers have paid too little attention to raising the standard of learners' spoken and written English skills on 16 to 19 study programmes. Teachers struggle to design and deliver suitable activities to improve learners' spelling and grammar and improve their literacy skills alongside their vocational learning.
  - Managers and teachers have placed a stronger focus on developing learners' mathematical skills in vocational areas. For example, learners are becoming increasingly confident in weighing and measuring, calculating percentages, and using trigonometry and algebra to solve problems.
  - Managers and staff have a well-structured system in place for identification and support of additional learning needs. Screening and assessment are thorough and managers quickly arrange effective additional learning support for learners where necessary. Additional learning support staff add value in lessons, helping those who receive support to achieve their learning goals. Learners have a positive view of the support they receive.
- 
- Teachers create highly relevant opportunities in lessons to promote equality and celebrate diversity. They often use learners' personal insights to discuss and develop a deeper understanding of the topics. As a result, learners have a good understanding of the

diverse needs of clients and customers, for example in service industries and the care sector. For apprentices, although teachers and assessors introduce equality and diversity at induction, they do not follow these themes up fully at later progress reviews and their knowledge is underdeveloped.

## Personal development, behaviour and welfare

**Good**

- Most learners and apprentices develop confidence, good workplace practices, a suitable range of practical skills and an appropriate level of independence. For example, in construction, learners develop good manual dexterity, which equips them to work to industry standards. Learners in receipt of high-needs funding undertake well-planned and clearly structured activities that significantly enhance their skills for independent living.
- Leaders and managers have put in place good strategies to provide opportunities for aspiring and current learners to consider carefully their career progression routes. For example, they have developed a particularly effective online career mapping tool which enables learners to identify the qualifications and skills they require to follow a particular career route.
- The college hosts events such as careers fairs, vocational workshops and visiting speakers, and has led a partnership of local universities and schools to raise the aspirations of local learners. The college also employs a specialist careers adviser for learners in receipt of high-needs funding. As a result of such initiatives, a high proportion of learners successfully progress to the next level of education or to employment.
- Learners have good access to a wide range of work-experience opportunities and work-related learning. For example, the army works with public services learners to help prepare them for applying to work for the armed forces by helping them improve their CV-writing and interview skills. Learners on ICT programmes undertake a month-long work placement. These experiences help to increase learners' chances of, and prepare them well for, gaining employment in their chosen fields.
- Learners and apprentices know how to keep themselves safe at college, in the workplace and online. Learners and apprentices gain a good understanding of safe working practices; they also learn about 'Prevent', British values and aspects of staying safe online from their induction and tutorial programmes. For example, representatives from the local police often visit the college to help raise learners' awareness of the risks associated with knife crime and gang culture. Police also visit the college occasionally to carry out routine security checks of learners entering the college. As a result of this broad range of initiatives, learners feel safe around the college.
- Learners have access to a good range of enrichment activities. For instance, learners on study programmes have free access to the on-site gym and take part in a wide range of sporting activities. Many learners also benefit from activities such as voluntary work with the National Citizenship Service, and events such as celebrating International Women's Day. These activities help to enhance learners' development of citizenship skills.
- In most lessons, learners arrive punctually, are well behaved and have positive attitudes to learning. Attendance is, however, too low in English, mathematics and functional skills lessons. This restricts the progress of learners and apprentices in these areas.
- Learners participate in many events, for example to celebrate Black History Month, and

World Mental Health Day. They also explore a range of topics in tutorials to broaden their understanding and appreciation of social diversity and inclusion, including sexual orientation and gender identity. This helps develop a good understanding of core values such as democracy and tolerance, which prepares them well for life in modern Britain.

- A significant minority of learners and apprentices are slow to develop their literacy and numeracy skills. Leaders and managers have identified weaknesses in these areas and are working to identify strategies to raise standards.

## Outcomes for learners

## Requires improvement

- Too many learners, particularly on 16 to 19 study programmes, make slow progress towards achieving their qualifications. On provision for learners with high needs, the majority of learners achieve their personal goals, and develop the necessary skills for independence and employment.
- As a result of positive intervention from managers, the proportion of adult learners and learners aged 16 to 19 who successfully achieved their qualifications in 2016 increased; however, it remains too low overall. The weaker performing areas, where achievement rates remain too low, include health and social care, early years, sport, creative and media production, English and mathematics. Learners' achievement rates are generally higher, and above the national rates, in engineering, construction and ICT.
- The proportion of apprentices who had successfully achieved their qualifications in 2016 shows a declining trend, relative to previous years. Managers have identified those poorer performing areas and have taken suitable action to address this decline.
- Too many learners aged 16 to 19, particularly those on advanced-level courses, do not make the progress they should, relative to their prior attainment. In a significant minority of lessons, learners' written and practical work clearly shows that they are making slow progress towards gaining the skills and knowledge they require to achieve high grades in their final assessments.
- Learners in receipt of high-needs funding make good progress; they receive good support from staff which enables them to develop a suitable range of independent learning and living skills. As a result, they develop new skills and grow in confidence.
- In 2016, the proportion of learners aged 16 to 18 who successfully achieved their functional skills, or a grade A\*–C in GCSE English and/or mathematics was too low. Managers have put in place a number of strategies which are starting to have a positive impact on the development of learners' numeracy skills, particularly in engineering and construction. Improvement strategies have been less effective at improving learners' development of literacy and communication skills.
- There is some variation in the performance of different groups of learners. Most notably, female learners aged 16 to 19 perform less well than their male peers. As a result of positive guidance from support staff, learners who have identified learning difficulties and/or disabilities perform well, relative to those learners who do not have learning difficulties and/or disabilities.

- Staff provide good advice and guidance to learners to maximise their chances of successfully progressing to the next step of their education and training, or into employment. As a result, a high and increasing proportion of learners progress successfully to the next stage. In addition, a significant proportion of learners with high needs progressed to employment or supported internships.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- The college has around 990 learners enrolled on study programmes across nine vocational areas, the largest being construction and engineering. Around a quarter of learners study at level 1 or below, a third at level 3 and the remainder at level 2.
- In a significant minority of lessons, learning activities are not always purposeful, and targets are not sufficiently challenging for all learners. Teachers do not take full account of the individual needs of each learner, leaving the most able learners waiting for others to finish and less able learners struggling to keep up. The pace of activities is too slow and teachers are too accepting of minimal standards of work, particularly in written assignments. In these less effective lessons, learners find activities mundane, do not always see the relevance of the work they are doing, and make slower progress.
- The development of learners' English skills is not yet good enough. Learners make too many errors in their spelling, grammar and punctuation, which often remain unchecked by teachers. Too many learners fail to attend their English lessons regularly. As a result, too few learners achieve their English qualifications.
- Learners in engineering, construction and sport courses develop their numeracy skills well, and make good progress with their mathematics. However, for many learners in other subject areas, the development of their numeracy skills is too slow, and staff often lack the confidence or expertise to instil in learners a strong desire to progress and achieve.
- The majority of staff are suitably qualified and have valuable industrial experience of their respective vocational areas of work. The large majority of learners develop a range of useful technical skills and gain a better understanding of their chosen areas of study. In practical sessions, they generally make good progress and are eager to produce accurate work to industry standards.
- Learners improve their work-related skills well. Most learners arrive in classrooms ready for work and engage well during practical sessions. The vast majority of young learners plan and undertake meaningful work experience and other work-related activities.
- Staff provide suitable, detailed information relating to careers and progression opportunities, and as a result, a high proportion of learners progress to the next stage.
- Learners also benefit from well-tailored presentations with guest speakers and a wide range of visits to broaden their aspirations and deepen their industry insight. For example, learners on hospitality and catering courses attended a valuable gastronomy visit to Barcelona to enhance their knowledge of patisserie and wine-making, while learners on engineering courses enjoyed attending an eco-build exhibition in ExCel London.

- Care and support for learners are good. Learners with additional learning needs receive good support to help them to complete their work. Pastoral care is very effective in helping learners with a variety of barriers to learning to engage in lessons, and stay on programme. Learners also receive valuable information, advice and guidance about progression opportunities. As a result, a high proportion of learners successfully progress to further levels of study.
- Learners know how to report concerns and remain safe. They are well aware of safety procedures when using social media. The majority of learners have a sufficient appreciation of the dangers of radicalisation and extremism. They develop a better understanding of welfare, for example during discussions on the connection between eating disorders and mental health, or the dangers of drug and alcohol misuse.

## Apprenticeships

## Requires improvement

- The college has around 460 apprentices, of whom about half are aged 19 and above. Apprentices train in a range of occupational areas including electro-technical engineering, carpentry and joinery, plumbing, and hairdressing. Around 60% of apprenticeships study at intermediate level and 40% at advanced level.
- A small minority of teachers and assessors lack the skills to plan and deliver suitably demanding learning activities; they do not always set specific or challenging targets that support apprentices' independent learning, or extend their knowledge further. As a result, apprentices sometimes make slower progress from their vocational or academic starting points.
- Assessors do not conduct formal reviews of apprentices sufficiently frequently. For example, a few apprentices have not received a formal assessment visit for around 12 months. On occasions, reviews from assessors lack rigour and do not provide suitably detailed or constructive feedback. As a result, apprentices often do not fully understand the progress they are making and what steps they need to take to accelerate their progress.
- Information, advice and guidance are not very effective in the promotion of progression and future career opportunities. As a result, apprentices do not reflect sufficiently on their longer term development and employment opportunities.
- For a minority of apprentices, the promotion of their wider understanding of equality and diversity is too limited. For example, in workplace discussions with apprentices, assessors do not challenge inappropriate and offensive graffiti in the workplace.
- A small minority of level 3 apprentices display inappropriate and immature behaviour, and sometimes use profanity which goes unchecked by assessors.
- Assessors have not yet involved employers sufficiently in training and assessment plans to link on- and off-the-job training more effectively. Employers are seldom involved in reviews to help identify, for example, the progress the apprentice has made in the workplace.
- Apprentices develop and practise their skills in well-equipped and well-organised classrooms, supported by skilled and knowledgeable staff. Teachers, assessors and

technicians generally use their vocational knowledge and expertise well to coach and guide apprentices, promoting high levels of vocational and independent problem-solving skills. Employers value these skills and are keen to comment positively on the benefits apprentices bring to the workplace. Qualifications broadly meet the principles and requirements of the apprenticeship framework.

- Most teachers and assessors motivate their apprentices well to maintain a positive work ethic; most apprentices are self-assured and articulate with a good attitude to learning. Punctuality and attendance at off-the-job training are good.
- Apprentices understand how to work safely and keep themselves safe, especially when working alone in an unfamiliar environment. Assessors challenge apprentices to apply the knowledge they develop of health and safety at work to the workplace. For example, in fire and intruder alarm installation, apprentices quickly developed a detailed understanding of the broad range of legislation that they will need to understand, including wiring regulations and the control of asbestos.

### Provision for learners with high needs

**Good**

- The college receives funding from six local authorities for 65 learners with high needs. Thirty-five of these learners follow vocational programmes from levels 1 to 3 alongside other learners on study programmes. The remainder join discrete specialist provision for learners who have moderate learning difficulties at entry levels and level 1.
- Managers and teachers provide a varied range of individual learning programmes that meet learners' needs well, develop their independence, and help prepare them for adult life.
- Managers have established very good partnerships with other professional support agencies, so that they are able to provide flexible, individual programmes for learners who have challenging, specific needs. For example, the college provides twilight and off-site delivery and personal individual mentoring sessions for a learner with particularly challenging behavioural needs.
- Knowledgeable, experienced teachers use education, health and care plans and initial assessments effectively to make sure that learners are on suitable programmes. They focus their lesson planning on learners' individual needs and negotiated next steps. Learners gain confidence and make good progress.
- Teachers skilfully prepare interesting and challenging practical learning activities. As a result, learners become highly motivated and develop their practical skills, concentration, memory and confidence.
- Highly skilled learning support assistants work well with teachers, so that learners participate as actively as possible in the varied learning environment.
- Teachers monitor and review learners' progress very effectively. They have developed an effective online tracking process, where learners identify and record their achievements using clear simple text, photographs and pictures. As a result, learners gain confidence in their learning and are motivated to set new, more challenging targets for themselves with supportive guidance from teachers.
- Teachers involve learners very well in planning their work experience. The vast majority

of learners benefit from work in their chosen placements in retail outlets, food outlets, city farms or with volunteer projects involving landscape management and garden maintenance. They develop good personal and social skills, as well as valuable timekeeping and communication skills.

- Learners receive relevant information, advice and guidance from a specialist college adviser, enabling them, their parents and carers to make informed decisions about their future, and access further specialist support to assist them to progress.
- Learners gain a good understanding of working with others and treating others with respect and fairness. Teachers integrate issues relating to radicalisation well into lessons.
- In a small minority of lessons, teachers do not plan activities to take full account of the diverse needs of all learners.
- Learners do not develop their literacy or numeracy skills well enough. For example, they do not learn how to proofread their own work routinely. In mathematics lessons, teachers do not devise suitable activities to reinforce abstract mathematical concepts, so not all learners make the best possible progress.
- Teachers do not make sufficient use of information and learning technologies to enable learners to learn as independently as possible. Learners with poor manual dexterity or those with visual impairments often struggle to make handwritten work legible and become frustrated at the length of time it takes to express their ideas in writing. As a result, too many learners lack confidence in producing written work and are reluctant to do so.

## Provider details

Unique reference number	130455
Type of provider	General further education college
Age range of learners	16–18, 19+
Approximate number of all learners over the previous full contract year	1,798
Principal	Mr Peter Mayhew-Smith
Telephone number	020 8544 4444
Website	<a href="http://www.carshalton.ac.uk">www.carshalton.ac.uk</a>

## 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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	242	91	415	153	332	102	2	19
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	110	135	109	72	0	0		
Number of traineeships	16–19		19+		Total			
	11		27		38			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	65							
Funding received from	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors	N/A							

## Information about this inspection

The inspection team was assisted by the vice-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

Peter Nelson, lead inspector	Her Majesty's Inspector
Victor Reid	Her Majesty's Inspector
Marinette Bazin	Ofsted Inspector
Martin Bennett	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector
Margaret Garai	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](http://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](mailto: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](http://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](http://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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.gov.uk/ofsted](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017