

# The College of West Anglia

General further education college

**Inspection dates**

7–10 January 2019

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

## Summary of key findings

### This is a good provider

- Managers and staff work very productively with key local stakeholders to develop a curriculum that meets local and regional skills needs well.
- Leaders have managed the college's finances effectively and this has enabled them to provide students with high-quality accommodation and equipment.
- Managers develop useful relationships with subcontractors to provide programmes of a good standard for students who will not access college-based education.
- Classroom-based students of all ages make good progress in functional skills qualifications in English and mathematics.
- Assessors make particularly good use of their excellent industrial knowledge and skills to provide apprentices with training that equips them very well for their workplaces.
- Managers and staff have developed an inclusive and supportive culture and, as a result, the college is a welcoming and friendly place to study.
- Work experience and other non-qualification activities support students to prepare well for employment or further study; the vast majority of them progress to positive destinations.
- Too many students aged 16 to 18, whose main programme is at level 2, do not achieve their qualifications.
- Some teachers do not do enough to check that students understand lesson material, and are therefore unable to adjust the pace of lessons or address students' misconceptions.
- Teachers often do not provide students, especially the most able, with work that is sufficiently challenging.
- Staff do not do enough to develop students' and apprentices' understanding of fundamental British values or of the dangers posed by radicalisation and extremism.

## Full report

### Information about the provider

- The College of West Anglia is a large general further education college operating from sites in King's Lynn, Wisbech and Cambridge. It offers courses from entry level through to higher education in all 15 subject areas, as well as a wide range of apprenticeships.
- School leavers in the areas served by the college attain a little less well than those in other areas of the country, particularly in English and mathematics. The college intake reflects this. Among the local population, fewer individuals are qualified to level 3 or above than the national average. Wages in the region are lower, although fewer people than average are unemployed. The college has a relatively high proportion of students with significant health and educational needs.

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

- Improve outcomes for students on level 2 study programmes by monitoring closely the impact of actions taken to address lower achievement.
- Strengthen teachers' use of questioning to check students' understanding and adapt their learning accordingly by providing teachers with suitable support and training.
- Ensure that the most able students are stretched in their learning, particularly in their theoretical work, by:
  - giving teachers opportunities to work together in subject teams to identify clearly what students should be able to achieve in each of their subjects
  - providing training and support that help teachers to provide an appropriate level of challenge for the most able students.
- Review the means by which students and apprentices are helped to understand British values and the dangers of radicalisation and extremism. Implement new approaches so that all students and apprentices are clear about these topics and have their understanding reinforced throughout their time at college.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have developed a clear vision and purpose for the college, focused on delivering outstanding student success and improving local economic prosperity and social mobility. They have also developed a set of values that include inclusiveness and respect, and the college ethos strongly reflects these values.
- Since the previous inspection, governors and leaders have improved student outcomes and the quality of provision. Student attendance has increased substantially. The proportion of students who achieve their qualifications and the proportion who gain high grades have also increased.
- Leaders and governors are ambitious for the communities they serve and for their students. They ensure, through the broad range of courses and apprenticeships offered, that students and apprentices can progress through higher qualification levels and can develop good skills for employment. They promote involvement in regional, national and international skills competitions, which helps to raise the aspirations of all students.
- As a result of the good provision, the vast majority of students and apprentices progress into employment, apprenticeships or higher education. The college's subcontractors enable individuals with significant barriers to learning, who would not study at college, to achieve qualifications and move on to better things.
- Senior leaders have developed the curriculum well to reflect the needs of local and regional employers. They recognise and respond to the needs of specific employers, ensuring that their apprentices gain the exact skills needed in their workplaces. For example, a local alliance of employers has invested in the college's Wisbech campus and shares teaching duties with college staff to ensure that apprentices have the specific construction and engineering skills needed.
- Through astute financial management and strong alliances, the principal has secured sufficient funding to improve significantly the college's accommodation and resources in recent years. Local councils, a local university and the local enterprise partnership have all provided funds to support the development of high-quality teaching and practical facilities, such as the university centre at the King's Lynn campus and the new teaching and technology centres at the Wisbech campus. Students now benefit from using high-quality resources in inspiring environments.
- Since the previous inspection, managers have improved both the quality and ease of access to data on student progress. There are now five points through the academic year when teachers review the progress of students, and managers monitor the actions taken by course directors and teachers to support students whose progress is a cause for concern.
- Senior leaders have recently revised the arrangements for the management and monitoring of subcontractors, and these are now effective. College staff visit subcontractor premises to enrol all students on subcontracted provision, and managers have increased the number of unannounced quality assurance visits. The college offers extensive support to its subcontractors to ensure that they meet the needs of students. For example, the college's designated safeguarding lead (DSL) and deputy DSL support

their counterparts on subcontracted provision to deal with safeguarding issues. Specialist staff at the college visit subcontractors when requested to provide help and advice on supporting students with high levels of need.

- Managers have recently improved the rigour of the college's quality assurance processes, which result in a timely and accurate self-assessment report. They now identify improvement actions early enough in the academic year to allow staff to improve the experience of current students. However, leaders and managers have yet to resolve a number of challenges resulting from the legacy of less timely action in recent years. There are a number of courses where actions have not led to swift improvement and where underperformance remains, for example in hairdressing, beauty therapy, equine and agriculture courses.
- Since the previous inspection, senior leaders have improved the arrangements for observing the quality of teaching, learning and assessment. Observers provide feedback to teachers that helps them to identify for themselves the actions that would most improve their teaching. Professional development for teachers focuses on addressing the recommendations from the previous inspection and the areas for improvement identified during frequent learning walks. This leads to improvements in teaching, learning and assessment. However, not all of the weaknesses identified at the previous inspection have been addressed. Teachers do not always plan and teach effectively to meet the needs of different students.
- Managers identify teachers' underperformance swiftly and take action to support them to improve. When this is not successful, teachers leave the college.

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

- Governors have a good understanding of the key strengths and areas for development of the college. Since the previous inspection, they have worked with a national leader of governance to ensure that they receive reports with the necessary data and information, which they now use to hold senior leaders to account.
- Recent governor appointments have increased the level of knowledge and experience of teaching, learning and assessment, and governors now have an appropriate range of skills to support and challenge senior leaders across the range of the college's activities.
- Governors are fully involved in shaping the strategic direction of the college and in identifying the college's key priorities.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers have put in place effective arrangements and policies for safeguarding, including the 'Prevent' duty, to keep students and apprentices safe. The single central record is up to date. Managers ensure that staff are suitable to work with young people.
- Managers ensure that all staff, governors, students and apprentices receive appropriate training. Staff use their training effectively to support any student or apprentice who has concerns. Staff, students and apprentices recognise the risks associated with radicalisation and extremism. However, very few students and apprentices are aware of

the specific risks in their industries or in their local area.

- The DSL, deputy DSL and other safeguarding officers undertake appropriate and regular training. They work effectively with external advisory bodies, the local authority designated officer and the police to get the most appropriate help for students and apprentices in need. They are vigilant and report any concerns to the appropriate authority.

## Quality of teaching, learning and assessment

**Good**

- Teachers use their expertise well to prepare and teach lessons that help students to relate topics to current business and industrial practices. This helps to prepare students well for progression. As a result, almost all students develop substantial new skills that they need for employment. For example, in carpentry and joinery, students practise using rigs and appropriate tools, working independently or in pairs to construct trussed rooves complete with gable ladders, soffits and eaves. Assessors work closely with employers to ensure that apprentices' training relates to the specific requirements of their workplaces, enabling them to make valuable contributions to their employers' businesses.
- Teachers and assessors motivate students and apprentices well. As a result, learners become increasingly independent and interested in their own learning. This helps them to develop their skills and knowledge at an appropriate pace. Apprentices complete comprehensive reflections on their performance that link clearly to the skills, knowledge and behaviours that they are developing. This helps them to identify areas for improvement. The quality of these reflections is excellent and demonstrates high levels of self-awareness and apprentices' increased confidence.
- Staff make effective arrangements to help learners who need extra support with their studies. For example, they help sports students to overcome physical barriers so that they can participate in activities. As a result, students' self-confidence and self-awareness increase and they develop resilience, motivation and independence. Where necessary, teachers adjust the curriculum to enable all students to participate fully in lessons.
- Most teachers who work for subcontractors are skilled in helping students to overcome a range of barriers to learning. They help these students to become more confident, and many progress to college programmes.
- The majority of teachers in vocational areas successfully incorporate activities in their lessons that help students to develop their English skills. For example, in a Level 2 electrical session the teacher illustrated how mathematical terms have different spellings. Learners are also tested on the correct spelling of key formulae and theories.
- Most teachers help students to develop their research skills and, as a result, students improve their confidence to study independently. Teachers provide assignment support sessions that enable students to complete well-structured and detailed work. For example, humanities teachers provide study skills tuition and guidance on how to complete a literature review.
- Students and apprentices benefit from constructive oral feedback from teachers and assessors. Staff supplement this feedback with effective coaching that helps learners to improve their performance. For example, teachers of access to higher education programmes provide one-to-one coaching between assignment submissions to ensure

that students learn from their mistakes and improve the quality of their work.

- When teaching theoretical concepts, teachers do not take sufficient account of students' abilities or existing knowledge. As a result, teachers allow too much time for activities and do not make students work hard enough. In particular, activities are often too easy for the most able students, who complete tasks quickly and find themselves with nothing to do while others catch up. On occasions, teachers make assumptions about the existing knowledge of their students and fail to provide sufficient guidance for tasks. This results in confusion for some students, who then do not master theoretical concepts well enough.
- Some teachers do not do enough to check that students understand the content of lessons. They use a limited range of approaches, often relying on whole-class questioning, which they do not use effectively. As a result, teachers do not always identify gaps in students' understanding or any misconceptions they may hold. Consequently, they are unable to adjust their teaching appropriately.

## Personal development, behaviour and welfare

**Good**

- Students and apprentices enjoy coming to college, and many describe the welcoming, inclusive and supportive college environment as being like a big family in which they feel safe, make friends and develop a wide range of new skills and knowledge.
- Students' attendance rates are high and their punctuality is good. This is a significant improvement from the previous inspection. Learners arrive ready to study and apply themselves well in lessons.
- Students and apprentices develop a good range of personal and social skills, are courteous, behave well, and display respect for each other and college staff. Apprentices grow in confidence, and many are enthused by their work and learning. In many lessons, students support each other, and some develop their leadership skills, for example when acting as the 'head chef' in practical cookery lessons. Students on foundation programmes become more effective communicators and develop independence. Young students learn to interact with others with increased maturity and self-assurance.
- Students take part in useful debates on life skills and healthy living options, and this helps them to identify healthy relationships and eating habits and develop a better understanding of drug and alcohol misuse, road safety and environmental issues.
- The large majority of students participate in a good range of enrichment activities that help them to develop a range of personal attributes. Many contribute to fundraising activities as part of the national citizenship service scheme. Students on study programmes engage well in skills competitions, take part in visits to employers and attend events with external speakers. For example, students on uniformed services courses have improved their understanding of effective policing of riot situations by attending police riot training.
- Students benefit significantly from work-related learning, including highly relevant work experience. This helps them to develop effective employability skills and deepen their understanding of the world of work and their knowledge of their chosen industry. This supports them to move into employment and apprenticeships.

- The large majority of students and apprentices benefit from effective and impartial careers education, information, advice and guidance. As a result, students and apprentices have high aspirations and many have already identified clear study or work pathways and realistic goals. They value the help that progress coaches and teachers give them with CV writing, job applications and mock interviews. Support for students who wish to progress to higher education is good.
- Students and apprentices feel safe and know how to keep safe in and out of the classroom and in the workplace. The tutorial programme reinforces messages to students about being safe. Information displayed around all college sites promotes many of the key messages. Most learners have completed e-safety training and know how to stay safe online. They know how to report bullying and other concerns and understand their role in ensuring the safety and well-being of others.
- Most students and apprentices develop their English and mathematics at the levels required for their qualification. However, teachers and assessors do not focus closely enough on the quality of students' and apprentices' writing, depriving them of an opportunity to learn.
- Teachers and assessors do not reinforce key topics about British values sufficiently. As a result, some students and apprentices struggle to articulate the relevance of these themes to their daily lives.
- At the start of their programmes, and during tutorials, students and apprentices undertake online training and discuss the dangers of radicalisation and extremism. However, learners' understanding of these themes is sometimes limited. Few students and apprentices can relate what they learn to the particular risks they may face at work or in their local areas.

## Outcomes for learners

**Good**

- Most apprentices and adult students make substantial progress and develop their skills, knowledge and behaviour well. Adults on distance learning programmes develop useful skills that help them in their current employment.
- The extent to which students on 16 to 19 study programmes develop their skills and knowledge has improved steadily since the previous inspection and most current students make expected progress in their main programme from their starting points.
- Classroom-based students produce practical and written work that meets the requirements of their qualifications and the expectations of their chosen industry.
- Most students and apprentices achieve their main qualifications. The proportion of level 1 and level 3 study programme students who achieve their main qualifications is similar to other colleges. Most adult students achieve at a similar rate to other colleges, with particularly high achievements for those adults who take distance learning programmes. Apprentices achieve at a higher rate than at other providers. The proportion who achieve within agreed timescales is also higher.
- The proportion of students who achieve functional skills qualifications has risen rapidly and is around or above the rate of other further education colleges at all levels for both English and mathematics. This is despite slightly lower than average prior attainment in these subjects among 16 to 19 study programmes students. Most adult apprentices pass

functional skills examinations at the first attempt.

- Students on 16 to 19 study programmes who undertake GCSE courses in English and mathematics make slightly better progress than might be expected, given their starting points. On average, these students start their studies with lower prior attainment than is usual. Despite this, the proportion who achieve grades 9 to 4 in English is similar to other colleges. The proportion of adult students who achieve GCSE grades 9 to 4 in English and mathematics is higher than in other similar colleges.
- The large majority of study programme students move on to relevant further education, training or employment. The proportion of level 3 students who move on to higher education has risen and is now similar to other colleges.
- Almost all apprentices who complete their programmes remain with their employer. A minority progress to higher-level qualifications, including higher education qualifications, and a few gain promotion at work.
- In the previous two years, the proportion of study programme students at level 2 who achieved their qualifications was too low. Staff have reviewed the curriculum, revised schemes of work and increased learning time. Although current students are making stronger progress, it is too early to judge the full impact of managers' actions.
- The small minority of adult students who take vocational qualifications at the college achieve at a rate that is lower than for other colleges.
- Too few students on A-level programmes pass their qualifications. Although an increasing number achieve high grades, on average, students on A-level programmes gain slightly lower grades than might be expected, given their starting points.
- The proportion of study programme students who achieve grades 9 to 4 in mathematics is lower than at other colleges. However, their prior attainment is also lower.
- In 2017/18, too few younger apprentices passed functional skills mathematics examinations at the first or second attempt. Managers have taken action to address this and current apprentices are more successful.

## Types of provision

### 16 to 19 study programmes

**Good**

- There are currently 2,477 students following programmes across the full range of subject areas. The number of students in each of the vocational areas is evenly distributed. Around a fifth of students follow level 1 programmes, just under a third follow level 2 programmes and almost a half study level 3 programmes, with a small number of students who take A-level programmes.
- Leaders plan and manage study programmes that build on students' prior attainment, meet all the principles of 16 to 19 study programmes and prepare students well for future employment. Teachers make good use of their in-depth industry knowledge to provide highly relevant learning activities. For example, during the inspection, teachers helped media students to produce a multi-camera live stream of the student awards evening.
- Teachers create a productive working atmosphere that supports effective collaborative learning. For example, in a level 3 construction class, small groups of students worked

well together when undertaking a change-point assessment, relying on one another for the successful operation of equipment to measure the rise and fall of drain covers around the base of the college building.

- The majority of students who take English and mathematics achieve their qualifications. Students improve these skills within functional skills sessions. For example, in English, students were challenged to use sophisticated vocabulary and demonstrate effective use of persuasive language. Teachers in other subjects help students to develop their English and mathematics in the context of their subject area.
- In practical lessons, students have access to excellent facilities that they use to produce work to the standard required for their qualifications and for their chosen industry.
- Students are clear about their next steps and, in most cases, are supported well to achieve their goals. Students have access to effective careers advice, and career-focused activities form part of the tutorial programme.
- Students' attendance rates are high and this contributes to them making good progress towards achieving their qualifications. Where students are not making the expected progress, staff intervene swiftly and appropriately, helping many students to get back on track. For example, actions to support all the students in a health and social care group led to sustained improvements in attendance and in the submission of coursework.
- Almost all students undertake beneficial work experience. Their placements help them to develop their understanding of the workplace and to prepare for their next steps. Work experience handbooks help students to reflect on the personal skills and behaviours that they develop at their work placement.
- Students' behaviour in classes and around the college sites is good. Students are polite and respectful to one another and develop good collaboration and communication skills that support them to move into employment.
- In too many theory lessons, teachers' expectations of what students are capable of are not high enough. These lessons often lack sufficient pace and challenge for the most able students. Often, these students complete tasks swiftly and have nothing to do while the other students continue to work.
- Too often, teachers' use of whole-class question and answer activities, typically their main approach to checking understanding, is not effective. However, where they use individual questioning to support and challenge students, they do it well. In a few lessons, particularly in health and social care and early years, teachers use expert questioning to challenge students to extend their thinking, such as when planning play activities for young children.

## Adult learning programmes

**Good**

- There are currently 1,293 adult students, almost two-thirds of whom study with subcontractors. The largest numbers of students follow programmes in English for speakers of other languages (ESOL), basic English and mathematics and distance learning programmes in a range of subjects, most notably health and social care.
- Managers have developed a curriculum that is broad and well-matched to the needs of the local community. For example, ESOL courses have been structured to support the

needs of the transient local food production workforce. Vocational programmes are well-matched to local and regional employment opportunities. A pre-access course was introduced to provide a stepping stone for students who had been out of education for a long period and needed to develop their study skills.

- Most teachers consider the existing skills and abilities of students when planning lessons. They help students to develop individual learning objectives that the students then use to guide their own learning. This helps most students to develop their skills, knowledge and understanding well. Teachers help students to develop their ability to work independently, undertake research and improve their analysis of information. This helps them to produce assignment work of a good standard.
- The large number of students who undertake distance learning courses develop the skills and knowledge they need to be effective in their workplaces. For example, students who work in care settings develop their awareness and knowledge of mental health conditions and this helps them to provide a better level of care.
- Students improve their English and mathematical skills well. Managers have reviewed and standardised processes for assessing students' starting points in these subjects. Teachers make effective use of the results of these assessments to develop individual targets that help students to focus on the areas they need to improve. Students develop literacy and academic English skills particularly well in pre-access and access to higher education lessons. They use these skills effectively to structure reports and use terminology appropriately, producing work of a good standard.
- Staff provide useful careers advice and guidance that helps students to establish clear and realistic goals. They provide students with effective on-going academic advice regarding applications to higher education.
- Teachers use group work and peer support effectively to help the vast majority of students to develop good interpersonal skills. For example, in ESOL classes, students are encouraged to listen to each other carefully and to help identify and correct errors. In access to higher education courses, teachers help foster team work through group presentation and research tasks.
- Some learning is not well enough planned to meet students' needs. For example, in one lesson, a teacher did not consider the resources available and consequently students had to wait to gain access to those they needed. In an English lesson, a few students had to wait for too long for other students to complete the previous question before they could continue studying.
- A minority of teachers do not check that students understand the content of the lesson or instructions for activities. As a result, students in a few lessons become confused and disengaged.
- Students have a basic understanding of a range of themes relevant to life in modern Britain but their understanding of British values and topics related to equality and diversity requires further development.
- Students understand, in general terms, the dangers of radicalisation and extremism, but they do not have a good enough understanding of the specific risks in their local area. Students in subcontracted provision do not develop fully their understanding of safeguarding topics. Although subcontractors provide students with materials on these

themes, students are unable to explain them clearly.

- In a few vocational areas, the proportion of students who successfully achieve their qualifications is low. This is particularly the case in motor vehicle, hairdressing, sport and creative art.

## Apprenticeships

**Good**

- There are currently 859 apprentices following programmes in a range of subject sector areas. The largest numbers of apprentices are in engineering and manufacturing, health and social care, and business administration. Approximately 60% of apprentices are undertaking framework apprenticeships, with the remainder following new apprenticeship standards.
- Leaders and managers successfully plan and manage programmes that fully meet the principles and requirements of apprenticeships. They have quickly and effectively adopted new standards-based apprenticeships. They provide good support and training to ensure that employers fully understand their role.
- Most apprentices on standards-based apprenticeships clearly understand planned end-point assessments and effectively build their skills, knowledge and behaviours towards these assessments.
- Leaders and managers work productively with employers to ensure that apprenticeship programmes meet their specialist needs. These relationships provide access to high-quality job opportunities for apprentices. Most employers regard apprentices as valued members of their teams and several apprentices spoke of how they were taking on additional responsibilities. For example, an engineering apprentice has taken responsibility for testing airflow in medical inhalers and ensures that this critical product is manufactured to consistently safe and high-quality standards.
- Employers are closely involved in planning and delivering their apprentices' curriculum. They participate in regular and informative progress meetings with apprentices and college staff. Employers play a key role in helping apprentices to develop their skills, knowledge and behaviours.
- Staff encourage apprentices to reflect on their progress and to record their thoughts in their reviews. The detail and quality of these reflections are excellent and demonstrate high levels of self-awareness and apprentices' growing confidence. For example, one care apprentice recorded a detailed log of their developing confidence when speaking to clients and improving the clarity of the communication.
- Most apprentices achieve their functional skills qualifications and improve their mathematics skills beyond the required level to complete their programmes. Apprentices apply their mathematical skills in their vocational subjects well, for example in calculating the viscosity of cooling lubricants used in cutting machines.
- Most apprentices make at least the progress expected of them. Almost all apprentices remain in employment on completion of their programme. A minority progress to higher-level apprenticeships, gain promotion or take on increased responsibilities.
- The quality of most on- and off-the-job training is good. Teachers have high levels of expertise and, in most cases, use this well to plan challenging learning. Most apprentices

make good progress in developing new skills and knowledge and apply these in their workplace. For example, apprentices in food plant maintenance quickly make use of their new knowledge of programming to run a test rig, which they explain can be applied to control a stamping process in their workplace. However, a few teachers do not consider sufficiently the existing abilities and experience of apprentices. This results in lessons that do not challenge the most able apprentices enough.

- Assessors and apprenticeship advisers support apprentices very well in the completion of their written assignments. Apprenticeship advisers give very clear advice on the structure and timescales for completion of qualifications. Assessors give detailed feedback so that apprentices know what they have achieved and what they need to do to improve. However, feedback on the quality of apprentices' written English does not help them to improve their writing. In particular, assessors do not give enough feedback about the spelling of technical words or the structure of sentences.
- A minority of apprentices have had too few opportunities to demonstrate their skills in the workplace. A combination of staff absence and reallocation of roles resulted in a lack of on-site assessment opportunities in the last term. This has had a particular impact on mechanical engineering and wood occupations.
- The majority of apprentices have insufficient knowledge and understanding of fundamental British values and how they impact on their working lives. They are aware that these have been raised with them at the start of their apprenticeships, but these themes are not discussed or reinforced in most workplace reviews. As a result, most apprentices cannot recall the key values or relate them to their lives at work or in their communities.

### Provision for learners with high needs

**Good**

- The college receives high needs funding for 238 students. Around half of these students follow foundation programmes designed specifically for students who have learning difficulties and/or disabilities. The remainder take vocational or academic qualifications.
- Most students with high needs make good progress and achieve their qualifications. They produce work of a good standard and they take pride in it. For example, in a cookery lesson, a student was able to demonstrate the precise method used to make a baguette and looked forward to using the skills learned in future independent living.
- Students undertake a range of additional qualifications that prepare them well for independent living. For example, most students undertake a qualification in independent travel. This prepares them for travel to work and has a significant impact on their confidence and personal lives.
- Students benefit from thorough transition planning. This happens well before the start of their courses and involves a wide range of partners. Leaders and managers make very effective use of education, health and care plans and their own assessments in their planning. As a result, staff provide an extensive range of support that meets each student's needs. For example, the college prepared a range of specialist braille resources for a visually impaired student.
- Leaders and managers use high needs funding appropriately. They secure a broad range of specialist support from professionals such as sensory service specialists, occupational

therapists, neurologists, educational psychologists, and speech and language therapists. They ensure this support is in place as soon as the student joins the college. Staff gradually reduce the help they give as each student's independence increases.

- Students benefit from access to well-qualified specialist teaching staff and learning support officers. Managers arrange a comprehensive staff training programme which ensures that vocational teachers have the necessary skills to support a diverse range of students.
- Students on courses designed specifically for those who have learning difficulties and/or disabilities develop their literacy skills well. Teachers of all subjects focus well on helping students to improve their spelling and grammar. Students receive clear feedback on their work and they value the help they receive.
- Staff provide good support to students who have behavioural difficulties. High levels of personal support enable students who were at risk of exclusion to re-engage with learning and develop their aspirations.
- Students benefit from an atmosphere of inclusiveness. They are courteous to each other and demonstrate good behaviour. They support each other well. Examples include peer feedback on work and constructive peer correction of their personal behaviours.
- Students with high needs participate in good-quality work experience. Staff work extensively to match work placements with the aspirations of each student. They work with employers to make adaptations so that students with disabilities can develop their employability skills in the workplace. Those students not yet ready for external work experience participate in internal work placements. There is a strong curriculum focus on work readiness, enterprise and employability skills.
- Staff have developed a very successful supported internship programme in partnership with the local hospital. Staff from the college and hospital work closely together to select students and recruit mentors for the programme. As a result, achievement and progression to employment are high.
- Students receive appropriate careers guidance. They value the help they receive from their work placement and careers coordinator in CV planning, job applications and mock interviews.
- Students with high needs feel safe and know to whom they should report any concerns. They have a basic understanding of the dangers posed by radicalisation and extremism and know what to do in the event of a terrorist threat.
- A very high proportion of students on courses for those with learning difficulties and/or disabilities achieve their qualifications. However, the pass rate for students on vocational courses is lower, reflecting the somewhat lower college-wide achievement of students on these courses. Few students, other than those on supported internships progress to employment.
- Students doing non-qualification learning activities often undertake the same tasks, regardless of their abilities. Activities in these lessons are often too easy for the most able students and this slows their progress.
- Staff have not developed clear plans for the next steps of a small number of students who have been at the college for several years. Although staff work with a comprehensive

range of external providers, they do not involve them soon enough in the exit planning process.

## Provider details

Unique reference number	130763
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	7,400
Principal/CEO	David Pomfret
Telephone number	01553761144
Website	<a href="http://www.cwa.ac.uk">www.cwa.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+
	528	154	787	887	1158	246	4	6
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	219	74	300	243	5	18		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14–16	-							
Number of learners for which the provider receives high-needs funding	238							
At the time of inspection, the provider contracts with the following main subcontractors:	Action Community Enterprises CIC Art Academy East Limited Bodywork Company Cambridge Limited Dick White Referrals Limited Family Action Risual Limited Solution 4 Polymers Limited The Skills Network Limited Waste Management Assessment Services Limited Norfolk County Council							

## Information about this inspection

The inspection team was assisted by the vice principal, curriculum and learning, 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

Russ Henry, lead inspector	Her Majesty's Inspector
Chris Sherwin	Ofsted Inspector
Chris Bealey	Ofsted Inspector
Mark Parton	Ofsted Inspector
Marinette Bazin	Ofsted Inspector
Jo Trump	Ofsted Inspector
Jacqui Ecoeur	Ofsted Inspector
Susan Gay	Ofsted Inspector
Daphne King	Ofsted Inspector
Ian Frear	Ofsted Inspector

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