

Vision West Nottinghamshire College

General Further Education College

Inspection dates

7–10 February 2017

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

Summary of key findings

This is a good provider

- Senior leaders have put the college at the heart of the local community, enabling it to raise aspirations and support the area's cultural and economic regeneration.
- Managers have invested in excellent specialist resources; staff use these well to help learners develop skills that are well matched to the needs of regional and national employers.
- Managers support the work of the college's many subcontractors well, leading to a consistently good standard of apprenticeship training.
- The large majority of younger learners, adults and apprentices successfully complete their qualifications; the proportion of apprentices who do so within agreed time limits is above the rate for other providers.
- Apprentices develop a good range of vocational skills, which allows them to contribute well to their workplaces.
- Adult learners and apprentices benefit from good-quality teaching, which helps them to make good progress.
- Learners with high needs progress and achieve in their studies at least as well as other learners, because of the good standard of individual support they receive from specialist staff.
- Managers have made good arrangements that enable the large majority of learners aged 16 to 19 to participate in useful work experience and enrichment activities.
- Staff support learners well to develop their understanding of topics related to diversity and British values; this has helped create a respectful and inclusive college environment.
- A strong tutorial programme provides learners with very effective personal support, which helps them to overcome barriers to learning.
- The quality of teaching, learning and assessment on 16 to 19 study programmes requires improvement to be good; weaker aspects hinder the progress of learners.
- Too few learners on classroom-based programmes achieve their qualifications in English and mathematics or improve their skills sufficiently.

Full report

Information about the provider

- Vision West Nottinghamshire College is based in Mansfield and each year provides education and training to around 26,000 learners from the local area and, through its apprenticeship programme, across the country. It offers provision in all subject areas, from entry level through to higher education. Much apprenticeship provision is provided through some 43 subcontractors. Apprenticeships account for more than half of the college's provision.
- The college serves the towns of Mansfield and Ashfield, and their surrounding areas. In this area, fewer individuals are employed in managerial and technical roles, fewer adults have higher-level qualifications, and wages are below average for the region or the country as a whole. The proportion of local young people who leave school with a good set of GCSEs, including English and mathematics, is below the regional and national rate.

What does the provider need to do to improve further?

- Ensure that the quality of teaching, learning and assessment for learners aged 16 to 19 consistently reaches the standard of that seen for adult learners and apprentices. In particular, teachers should be supported to:
 - consider the abilities and prior attainment of all learners in a group so that they plan and deliver lessons that challenge the most able and give extra help to those who need it
 - improve their use of a variety of formative assessment methods, including the use of questioning, so that they are able to judge the progress of all learners and adjust their teaching accordingly
 - consistently provide high-quality feedback on written work so that, over time, learners are able to improve the standard of their submissions
 - develop targets for learners that focus on the acquisition of skills and knowledge, and monitor the effectiveness of these in improving learners' progress.
- Improve the quality of teaching, learning and assessment in English and mathematics in discrete lessons for all learners; for learners aged 16 to 19, improve the extent to which teachers incorporate these subjects in their lessons, so that a higher proportion of learners make good progress and achieve their qualifications.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders and governors are highly ambitious for the role the college plays in its local area. They participate actively in the community through work with a range of organisations, including the local enterprise partnership. Leaders and managers actively support businesses through an appropriate and well-designed curriculum that provides learners with the right skills for local employment. Managers are well regarded by the local business community for their forward-thinking, strategic approach to solving local community issues and helping to regenerate the area, both culturally and socially.
- Senior leaders communicate their aspirations well. Staff have high ambitions for their learners. Managers and staff have excellent relationships with employers and other stakeholders and meet their needs flexibly and effectively. Staff use their expertise well to support employers, for example by providing updating training on the new apprenticeship arrangements.
- Prudent financial management has allowed senior leaders to invest significantly in resources for learning. These include excellent facilities at a newly opened engineering innovation centre, much improved hairdressing and beauty therapy salons, and good sports facilities, from which the local community also benefits. Staff, learners and employers are proud of their college and use resources well to improve skills and knowledge.
- Teachers, managers, governors and partners are all involved in producing the rigorous self-assessment report (SAR); they consider the views of learners carefully. The governing body approves the final SAR and quality improvement plan after intense scrutiny. As a result, the SAR provides an honest appraisal of the college's strengths and weaknesses. Senior leaders and governors understand the areas for improvement and, in most cases, ensure that quality improvement actions are implemented and effective.
- Managers identified weaknesses in the quality of teaching, learning and assessment in 16 to 19 study programmes in the most recent SAR. Their actions have not yet been wholly successful in improving standards and learners' progress, and this provision continues to require improvement.
- Management of the extensive subcontracting arrangements in apprenticeships is good, leading to good provision and good outcomes for apprentices in the vast majority of subcontractors.
- Leaders promote equality and diversity themes well through a clear strategy and an effective action plan. For example, a campaign against homophobia helps learners to develop an understanding of this issue. The equality and diversity steering group has strong learner representation, and an annual report provides governors with detailed and useful information that enables them to ensure they are meeting legal requirements. The college has recently been recognised by Stonewall as a 'top 100 employer'; staff work with other top 100 employers in the local area to share good practice with regard to equality for lesbian, gay, bisexual and transgender people.
- Managers review and assess the work of all staff rigorously, leading to improvements. They identify aspects requiring professional development, for example through lesson

observations or data about learners' attendance and attainment, and set and monitor improvement targets for individual staff. Managers make appropriate use of capability and disciplinary procedures to tackle underperformance.

- When they conduct lesson observations, members of the observation team focus appropriately on the aspects of lessons most likely to affect learning. As a result, observations usually lead to actions that bring about improvements in teaching practice. However, this is not fully consistent or effective across all areas of learning or all subcontractors, and the quality of teaching, learning and assessment requires improvement for learners aged 16 to 19.
- Managers have placed increased focus on improving English and mathematics. They have recruited new staff to improve performance and adjusted the curriculum to meet the needs of learners more effectively. However, it is too early to say what impact these changes are having on the improvement of learners' skills, particularly for those following 16 to 19 study programmes.
- Managers have access to a wide range of useful information about quality and learners' progress. However, they do not always use this as effectively as they might to inform actions for improvement.

The governance of the provider

- Governors have a wide range of relevant knowledge and experience and are well informed about such matters as area reviews and changes to apprenticeship funding. Managers provide them with a good range of information that they use effectively to challenge senior leaders. Governors understand clearly their responsibilities in relation to safeguarding and the 'Prevent' duty.
- Governors are aware of the college's weaknesses and support leaders' actions to rectify these. They have evaluated and approved a number of actions, such as the increase in the number of English and mathematics teachers to improve learners' progress on study programmes.

Safeguarding

- The arrangements for safeguarding are effective.
- Designated safeguarding officers are suitably qualified and staff receive safeguarding training through a mandatory induction and frequent refreshers.
- A dedicated safeguarding officer acts as a single point of contact for learners. Safeguarding incidents are recorded and monitored well. Relationships with other agencies are effective and managers support subcontractors well to ensure they adhere to the same standards as the college.
- Managers maintain a comprehensive single central register that meets legislative requirements for checks on all staff, volunteers and governors. Where staff start work before they have received a disclosure and barring service response, appropriate assessments are undertaken and actions put in place to mitigate risks.
- Managers meet the requirements of the 'Prevent' duty well. Policies are comprehensive and appropriate, with clear guidance on staff training, responsibilities and referral mechanisms. Managers work with the local 'Prevent' coordinator and have developed a

comprehensive risk register that analyses credible threats, outlines proportionate control measures and tracks actions effectively.

Quality of teaching, learning and assessment

Good

- Learners enjoy their programmes and are positive about the college. Most teachers have high expectations, and adults, learners who have complex needs, and apprentices – who comprise the large majority of learners – are motivated to achieve well on their programmes.
- Specialist support staff plan well for learners with complex needs. These staff use the information in education, health and care plans to identify precisely the actions needed to support learners. As a result of the support they provide, learners with high needs make good progress.
- Teachers make good use of the high-quality specialist accommodation and industry-standard resources to enhance learning. Classrooms are well furnished and provide a welcoming and conducive learning environment. Leaders have invested significantly in new facilities since the previous inspection; they have expanded specialist vocational and technical resources, particularly in engineering, construction, hairdressing, and hospitality and catering. These improvements support the development of learners' vocational and work-related technical skills well.
- Teachers make effective use of information and learning technology (ILT) in lessons, and this helps sustain the interest of learners. Learners themselves make good use of the plentiful computers and other ILT resources that are widely available across all college campuses. In the workplace, most apprentices routinely use an online portfolio system; through this, they upload a range of evidence to demonstrate the development of their skills and knowledge, enabling them to achieve within their planned timescale.
- On adult and apprenticeship programmes, teachers and trainers successfully motivate learners to improve their skills in both English and mathematics, and routinely emphasise how these skills apply in the workplace. For example, in a catering lesson the teacher skilfully developed learners' reasoning and problem-solving skills associated with preparing a meal, when the different ingredients required different cooking times.
- For learners aged 16 to 19, teachers do not yet develop learners' skills in English and mathematics well enough. Too many learners make limited progress in improving their skills; too few pass their functional skills qualifications or achieve a good enough grade in their GCSEs in these subjects. While the large majority of vocational teachers promote the importance of English skills, including the significance of specialist vocabulary, a significant minority do not routinely identify errors in written work in an appropriate way, or provide guidance that helps learners to improve the overall quality of their writing. As a result, learners repeat their mistakes in subsequent work.
- Staff accurately identify learners' and apprentices' starting points to ensure that they are placed on appropriate programmes at the correct level. Adults, apprentices, and learners who have high needs benefit from individualised programmes that successfully build on their prior attainment and are relevant to their career aspirations. Occupationally experienced staff use their vocational expertise skilfully to provide good, personalised support that helps adult learners and apprentices to improve and extend their vocational

and technical skills.

- Teachers make insufficient use of the information they have about the existing skills and knowledge of learners aged 16 to 19 to plan lessons to meet their individual needs. A minority of teachers limit their planning to whole-group activities, irrespective of learners' different starting points and abilities. As a result, most able learners are not challenged and do not make the progress expected of them, while other learners find the tasks too hard.
- On adult learning and apprenticeship programmes, teachers and trainers use questioning effectively to check that all learners understand key points. As a result, most make good progress. However, on 16 to 19 study programmes, teachers do not always check that learners have understood topics before moving on. Consequently, those who are less confident struggle because their learning is not fully secure. In these lessons, more confident learners dominate and teachers do not always have a full awareness of the extent of learning for all learners within the group.
- Most teachers provide adult learners and apprentices with detailed and helpful written feedback on assessed written work, which enables them to identify the specific aspects that they need to improve. Teachers and trainers also provide adult learners and apprentices with helpful verbal feedback. However, on 16 to 19 study programmes, too much of teachers' written feedback, particularly on level 3 programmes, is cursory and does not provide learners with sufficient detail to help them improve further.

Personal development, behaviour and welfare

Good

- Learners and apprentices become confident in themselves and are able to describe clearly the work they have done and the skills they have developed.
- Managers have made good arrangements for learners to access appropriate work experience linked to their career plans. In 2015/16, the large majority of learners aged 16 to 19 participated in work experience, and this is set to increase in the current year. Learners are clear about the purpose of such activity and can describe the benefits it has given them in terms of, for example, increased confidence and the ability to work with others. In a few cases, learners have benefited from opportunities to participate in more unusual experiences, such as the group of IT learners who completed two weeks' work experience in Germany.
- Learners and apprentices feel safe and are safe. An effective tutorial programme helps learners to understand a range of risks to their safety and well-being, such as those arising from online bullying and grooming. This programme also helps them understand a range of topics related to equality and diversity themes and British values. Trainers and assessors support apprentices to develop their understanding of these topics during progress reviews and training sessions.
- College staff have developed an extensive range of enrichment activities in which many younger learners participate. This includes sporting pursuits, entrepreneurial programmes and a number of activities, such as the extended project qualification, aimed at supporting high-achieving learners to obtain places at highly selective universities. Learners with high needs participate well in these activities.
- Learners' and apprentices' attendance and punctuality are good. The vast majority exhibit

very good attitudes towards staff and each other. They come prepared to lessons and, for the most part, participate with energy and enthusiasm.

- The extent to which learners make use of the wide range of careers advice and guidance available to them is too variable. An increasing proportion of learners progress into apprenticeships. However, not all learners met by inspectors understood this option well enough; a number expressed the view that staff do not explain this option to them or provide little to help them secure this type of employment and training.
- Learners' and apprentices' understanding of the dangers posed by radicalisation and extremism is not developed as well as their understanding of other safeguarding themes. Although most know to whom they should report concerns about these issues, few know what will happen if they do.

Outcomes for learners

Good

- The large majority of apprentices and adult learners enjoy their studies and make at least the progress expected from their starting points, with many making strong progress. Younger learners who take A levels also make good progress. Apprentices develop a good range of vocational skills that allow them to contribute well to their workplaces.
- The large majority of younger learners, adults and apprentices successfully complete their qualifications. The proportion of apprentices who do so within agreed time limits is above the rate for other providers.
- The vast majority of learners and apprentices progress to positive destinations. Apprentices remain with their employer, with a significant proportion benefiting from promotions or pay rises. The large majority of younger learners progress to further or higher education courses with a smaller, but increasing, proportion progressing into employment, including apprenticeships.
- Learners with high needs study alongside their peers. In general, they make at least as much progress as other learners and achieve just as well, often because of the good standard of individual support they receive from specialist staff.
- The quality of learners' and apprentices' work meets the requirements of qualifications and the expectations of employers. However, teachers and assessors do not always challenge the most able learners and apprentices to develop their work to a higher standard, which restricts the development of their skills and knowledge.
- Those learners who undertake English and mathematics qualifications at entry level achieve well. Most apprentices who need to complete English and mathematics qualifications do so successfully.
- Too few learners who take functional skills English and mathematics qualifications at levels 1 and 2, and learners aged 16 to 19 who take GCSEs in these subjects, improve their skills sufficiently or achieve their qualifications. Managers have responded to this by restructuring provision, redirecting to GCSE programmes many learners who would previously have taken level 2 functional skills qualifications. They have also made changes to staffing; in-year assessments of learners' progress indicate that these changes are having a positive effect, but it is too early to judge their full impact.
- Historically, learners aged 16 to 19 who followed level 3 vocational programmes made

less progress than might be expected, and did not gain the grades of which they were capable. Managers have recognised this and have increased the extent to which they monitor these learners, so that they are able to intervene when individuals or groups of learners fall behind. Although it is too early to judge the full impact of this monitoring, early indications show that current learners are making somewhat better progress.

- The delivery of a small number of traineeships, mostly through subcontractors, resulted in poor outcomes for learners. Following a review, managers have suspended this type of provision until they are confident that partners can provide programmes to a high standard.

Types of provision

16 to 19 study programmes

Requires improvement

- The college offers study programmes for over 2,600 learners across a wide range of vocational and A-level programmes. The vast majority of learners successfully complete their academic and vocational qualifications. However, vocational level 3 learners do not achieve the grades of which they are capable.
- The proportion of learners who gain qualifications in GCSE English and mathematics at grades A* to C is low. Managers have implemented actions to improve teaching and learning in English and mathematics. Staff work diligently to improve their practice and support learners to achieve. Although early indications suggest that current learners are making better progress, it is too early to judge the full impact of these measures. Teachers of other subjects do not integrate English and mathematics sufficiently into their lessons for learners to develop an understanding of the value of these skills in a work context.
- Too much teaching, learning and assessment practice is not good enough, particularly for vocational programmes, and English and mathematics. Although teachers plan interesting and motivating learning activities, they fail to ensure that these lead to the rapid development of learners' skills and understanding.
- Teachers have very detailed and useful information about learners' prior achievements and learning needs, but often do not use this well enough to plan and tailor learning to support each individual. Furthermore, they do not check learning sufficiently frequently or accurately to ensure that they know what progress learners are making, and cannot modify their teaching to address misconceptions or move on quickly if learners have fully grasped a topic.
- Vocational staff provide learners with useful information about careers within their subject area that supplements the wide range of impartial careers advice available from well-qualified specialist college staff. However, too many learners do not make good use of this information, and too many met by inspectors did not know what additional help was available to them. Progression into further education, employment and apprenticeship programmes is in line with or above national rates.
- Learners make good progress in practical sessions, in which they develop increased confidence and learn to work effectively in teams. For example, in catering learners practise professional knife skills in cutting different food types; in joinery learners use technical drawings to produce a variety of window frames of different complexities.

- The college-wide tutorial programme is effective in ensuring that learners develop a good understanding of British values, a range of equality and diversity topics, and safeguarding themes. Learners can articulate most of this learning well, but are less secure in their understanding of the risks posed by radicalisation and extremism.
- Learners benefit from well-planned individualised work experience that closely matches their intended career destinations. The large majority of learners have either undertaken work experience or have firm plans to do so. Teachers work closely with employers to ensure that learners benefit from the most relevant experiences in their work placements. A significant number of learners gain employment with their work-placement organisation because of their work experience.

Adult learning programmes

Good

- The college has around 2,000 adult learners, many of whom study alongside their younger counterparts in 16 to 19 study programme lessons. Managers have developed highly effective and productive working relationships with a range of partners to provide specific courses for adults that meet local and regional priorities, particularly in the construction, engineering, health and social care, and hospitality sectors.
- Teachers prepare and deliver briskly paced lessons that engage, motivate and challenge learners. They use detailed and comprehensive information about learners' prior experience and skills to ensure that activities and resources meet the needs of all learners. As a result, the vast majority enjoy their learning and make good progress.
- Learners develop good personal and vocational skills that equip them well for employment. Teachers have high expectations and show learners how to achieve and maintain high standards of work and professional practice. Learners develop good practical skills, particularly in construction, engineering and hairdressing.
- In lessons, learners make good progress in improving their English and mathematical skills. They develop a good technical vocabulary, take useful notes that they refer to for revision purposes, keep journals and write accurate evaluations of their work. Learners in employability programmes are able to create and adapt their CVs to apply for a range of suitable jobs.
- Teachers mark work accurately with enough detail in feedback to help learners improve specific aspects of their work. They identify spelling, punctuation and grammatical errors, but do not always give learners clear enough advice and guidance on how to improve. Teachers do not consistently monitor the extent to which learners act on their advice.
- A very high proportion of learners on employability programmes progress swiftly into work after completing their studies; learners in access to higher education courses are highly successful in gaining places at university.
- Teachers provide effective support, which helps learners to develop their skills and overcome difficulties with learning. Learners who have special educational needs receive the support that they require to enable them to contribute fully to lessons and make good progress. Learners returning to education after a long break or a period of unemployment develop much-improved confidence, learn how to work effectively in teams and understand the importance of good timekeeping; these skills enhance their employment prospects.

- Teachers identify opportunities to promote British values and develop learners' understanding of equality and diversity. They challenge stereotyping and advocate tolerance. However, they do not always allocate enough time to explore these themes in sufficient depth.
- In a small minority of mainly theory lessons, the pace of learning and progress is slower, with all learners working on the same low-level tasks that do not stretch or challenge them sufficiently to ensure they can make progress according to their potential. In these lessons, learners do not contribute well enough for teachers to gauge their understanding.

Apprenticeships

Good

- Apprenticeships constitute more than half of the college's provision with over 11,000 apprentices across the country. Apprentices follow programmes in health and social care, engineering and manufacturing, hairdressing and beauty therapy, business administration, construction, information technology, and hospitality and catering. Subcontractors deliver around 75% of this provision.
- Managers closely monitor subcontractors and work with them to improve programme quality. As a result, provision is good across the vast majority of subcontractors.
- Most trainers provide good teaching that motivates apprentices to acquire relevant skills and understanding quickly. They make good use of scenarios, link learning to each individual apprentice's workplace, and use a wide range of paper-based and electronic learning resources to support well both on- and off-the-job training. Assessors use many different approaches to meet the needs of both apprentices and the workplace environment.
- Training is organised flexibly to fit in with apprentices' availability and workplace routines. Trainers and assessors engage well with employers to plan training and organise assessment. For example, they provide learning and assessment during night shifts, and arrange assessments at short notice to capture naturally occurring evidence of workplace tasks.
- Staff assess apprentices' starting points well and provide useful information, advice and guidance, ensuring that they join programmes that are well matched to the needs of their job roles and career aspirations.
- Apprentices have productive attitudes, gain confidence, improve their self-esteem and take pride in their work. They develop a good understanding of professional standards and as a result, develop vocational skills to a high standard. They communicate well with customers and colleagues, quickly becoming highly valued members of their employers' workforce.
- Trainers and assessors support apprentices well to develop their understanding of safeguarding and health and safety. Apprentices feel safe, wear appropriate personal protective equipment and demonstrate safe working practices.
- Apprentices develop a good awareness of British values. However, a minority of apprentices have insufficient awareness of the risks of radicalisation.
- The proportion of apprentices who complete their apprenticeship on time is above the

national rate at levels 2 and level 3. However, the overall achievement rate for advanced apprentices aged over 24 is below national rates. The large majority of apprentices who successfully complete their full qualification secure permanent roles with their employers, with a significant number gaining pay increases or promotion.

- Trainers and assessors do not challenge most-able apprentices to extend their skills and understanding beyond the requirements of the framework, including in English and mathematics. Trainers do not always plan learning or further studies to meet the needs of the most able apprentices, to stimulate them, maintain their interest and recognise additional achievement. Most apprentices who take functional skills qualifications in English and mathematics are successful.

Provision for learners with high needs

Good

- The college has 143 learners with high needs, all of whom participate in learning alongside their peers who do not have these needs.
- Staff meet the needs of learners well throughout their time at the college. They carefully identify learners' support requirements as soon as they express an interest in joining the college. Before learners begin their studies, staff develop effective support plans in partnership with local authorities and schools. They ensure that specific resources, such as large-font learning materials, are prepared in advance. As a result, learners settle quickly into their studies.
- Once learners are on their programmes, staff undertake frequent, detailed reviews of individuals' progress and attainment and provide appropriate advice and guidance about progression. Consequently, learners are prepared well for their next steps, with realistic plans for their futures.
- The vast majority of learners with high needs attend well and most make at least the progress expected of them. Almost all remain on their programmes and achieve at least as well as their peers. The majority of learners with high needs progress into positive destinations in education and employment.
- Learners benefit from good specialist support that helps them participate fully in college life and make good progress. Staff carefully deploy learning support assistants, who offer effective advice and guidance while challenging learners to improve performance, including in English and mathematics. Learners have access to, take part in, and enjoy enrichment activities including sports clubs and volunteering.
- Learners with high needs are aware of how to remain safe and when to report any safeguarding concerns including those involving extremism, radicalisation and online safety. Teachers and tutors explore effectively sex education and themes about sexuality. They tailor discussions to ensure appropriateness for all learners, for example through the use of specific language for learners with autistic spectrum disorder.
- In a minority of instances, teaching and assessment are not good enough and do not support learners with high needs sufficiently. In the vast majority of these instances, learning support assistants intervene effectively and this is one reason why learners with high needs do at least as well as their peers. For example, in one mathematics lesson the teacher gave unclear instructions, so the learning support assistant explained quickly and fully what to do, allowing the learner with high needs to complete the task successfully.

Provider details

Unique reference number	130777
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	19,652
Principal/CEO	Dame Asha Khemka, DBE
Telephone number	01623 627191
Website	www.wnc.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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	757	487	672	1,307	1,339	205	6	28
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	1,006	6,070	401	2,963	0	632		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	143							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ London Hairdressing Apprenticeship Academy ▪ JTJ Workplace Solutions ▪ Trackwork ▪ Management Focus Training Solutions ▪ Qualitrain ▪ Back 2 Work Complete Training ▪ Linden Management 							

Information about this inspection

The inspection team was assisted by the deputy principal, teaching 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
Helen Flint	Her Majesty's Inspector
Derek Williams	Ofsted Inspector
John Grimmer	Ofsted Inspector
Penny Fawcus	Ofsted Inspector
Sylvia Farrier	Ofsted Inspector
Julie Gibson	Ofsted Inspector
Vicki Locke	Ofsted Inspector
Lynda Brown	Her Majesty's Inspector
Christine Blowman	Ofsted Inspector
Howard Browes	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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