

# St Brendan's College

## Sixth form college

<b>Inspection dates</b>		16–19 October 2012
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This college is good because:

- Students are making good progress. Teachers are skilled in providing a range of activities and materials that support effective learning, and assessment is increasingly sharply focused on helping each student to improve.
- Students' achievements in examinations have improved over the last three years, and students on AS-level courses are now doing very well.
- Pastoral support for students is good. The college invests considerable resources in ensuring that students are on the right course. All students, especially those who need extra help, benefit from the commitment of staff to their welfare.
- Students enjoy college life, and value highly the culture of respect, tolerance and celebration of difference that both they and the staff have created and perpetuate.
- College leaders have ensured that the Catholic mission at the heart of the college, embodied in the 'spiritual journey' programme, makes a positive contribution to the experience of all students, including those of other faiths and of no faith. This is particularly impressive in a context in which only around a quarter of students are of the Catholic faith.
- Students benefit from a wide range of opportunities to extend their skills, knowledge and interests through an extensive programme of additional activities.

#### This is not yet an outstanding college because:

- Students in the second year of their A-level courses do not always make sufficiently rapid progress, and too few achieve grades A\* to B. In a significant minority of subjects, students' achievements are not as good as they should be.
- In a small minority of lessons, students' progress is too slow. Such lessons are characterised by students taking part in learning activities that are insufficiently challenging or purposeful.
- The collection, analysis and use of data to identify precisely how well students are achieving, and what needs to be done to make further improvements, are underdeveloped. As a consequence, leaders' and managers' evaluation of the college's performance is not as rigorous as it should be.

## Full report

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

- Improve the proportion of students who achieve high grades at A level through a range of teaching strategies. These should include: using more appropriate extension activities to meet the needs of able students; making more effective use of assessment to promote high achievement and sharing the insights of teachers in subjects where students do achieve a high proportion of grades A\* to B.
- Review the use of information and learning technology (ILT) in lessons. Use existing expertise to promote more innovative and imaginative use of new technology throughout the college, where appropriate.
- Review the curriculum offered to students. Specifically, evaluate the number of subjects and examinations taken by most second-year students in order to ensure that this is not having a negative effect on students' achievement of high grades at A level.
- Improve data management. Ensure that the college complies fully with all the funding agency rules for the accurate return of student data so that all stakeholders are absolutely clear about the performance of the college.
- Strengthen self-assessment and quality assurance procedures through ensuring that an agreed set of relevant data is used throughout the college to judge the effectiveness of provision. Use the analysis of these data to make clear judgements and formulate action plans, with precise and carefully monitored targets, designed to improve provision further.

### Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> <li>▪ Over the last three years, students' achievements have improved and are now good. The proportion of students who completed their courses successfully in 2011/12 was high on both advanced -level courses, which account for the vast majority of students, and on intermediate level courses.</li> <li>▪ The improvement in overall achievements over the last three years disguises a complex picture. On AS-level courses, an increasing proportion of students are succeeding and achieving high grades, and in 2011/12 the progress that students made in comparison to their results in GCSE examinations was very good. Success rates on the accredited general religious education programme taken by all students are very high.</li> <li>▪ In contrast, at A level, although success rates are high, too many students do not achieve as well as they should. Both the proportion of students achieving grades A*, A or B, and the progress that students make in comparison with their attainment at GCSE, could be better.</li> <li>▪ Students on vocational courses at all levels achieve broadly in line with expectations. The minority of students taking courses at intermediate level achieve well, although not enough students re-taking mathematics GCSE achieve a grade A* to C. On courses at all levels, good attention is paid to developing students' literacy skills, although errors in writing are occasionally not corrected. The focus on helping students to improve their mathematical understanding is more variable.</li> <li>▪ For a considerable period of time, the college's weak systems of data collection and analysis have hindered a detailed and coherent analysis of students' outcomes. As a consequence, timely and accurate data on students' achievements and progress have not been used effectively to recognise fully or tackle the variations in achievement between subjects across the college.</li> <li>▪ There are no significant variations in achievement between different groups in the college's diverse community. Over the last three years, gaps in achievement between female and male</li> </ul>	

students, and students from different ethnic heritages, have narrowed. Students who need additional help with their studies achieve well.

- The standard of students' work observed during the inspection was good. Students on academic courses often produce work that is thoughtful and evaluative, and students on vocational courses develop good skills and understand the links between theory and practice. However, historical data suggest that, despite this, students of middle and higher ability do not always produce work of a high enough standard to enable them to achieve their full potential in examinations or coursework.
- In too many lessons and associated activities an over-emphasis on developing the skills to be successful in examinations inhibits more able students from engaging in a broader enterprise that would widen their reading, research and intellectual skills.
- Most students who wish to progress to higher education are successful, although as the college recognises, there is scope for raising aspirations so that more students apply for, and succeed in achieving, places in prestigious universities. Recent initiatives aimed at strengthening this aspect of the college's work are well considered. The college is making sound progress in improving its provision for those who do not wish to progress to higher education; for example, more students are progressing into apprenticeships.
- The culture of the college, underpinned by its Catholic ethos, engenders respect, tolerance and equality of opportunity. Students enjoy college life, and they report that the college community is harmonious and tolerant. Beyond their classroom studies, most students benefit significantly from the wide range of enrichment programmes, both religious and secular, that broaden their perspectives as citizens. Students' attendance at, and punctuality to, lessons are good.

### The quality of teaching, learning and assessment

**Good**

- Most teaching is good or better; lessons are planned well and taught with careful attention to structuring activities that help students to achieve good progress and develop appropriate skills and knowledge. The quality of lessons reflects the improvements in students' achievements over the last three years.
- In most subjects, teachers encourage active participation and discussion to help students to understand key ideas. For example, in English, teachers bring to life literature and language through skilful and purposeful use of probing question and answer, using well-chosen examples that interest students and make them want to learn. The quality of teaching on the compulsory general religious education programme is excellent.
- Students produce a good standard of work in the majority of lessons; this reflects their enjoyment and lively engagement with their teaching and learning. Helpful and insightful course guides setting out the key ideas, concepts and extension activities are used to good effect on many courses. In the best lessons, teachers make excellent use of these to illustrate and develop students' higher-order thinking skills and knowledge, although this is not consistent enough for more students to gain high grades at A level.
- The few weaker lessons are characterised by a lack of challenge and stimulus, limited development of understanding, poor use of questioning techniques, and the completion of activities that have no clear purpose. Slow progress and low attainment in these lessons negate the good support and individual help given by teachers.
- Students benefit from a welcoming environment that encourages learning through the informative and instructive displays in well-resourced classrooms. Students are very respectful of each other and the college and they respond positively to the high expectations of them from the start of their courses. Challenging final grades are set for them which they are keenly encouraged to pursue, even though the achievement of the highest grades in some subjects eludes too many students.
- The needs of students are assessed thoroughly at the start of their courses. Appropriate additional support, such as help with mathematics or English or with resources and specialist

equipment, is offered promptly. Students make good use of the learning resource centre and the virtual learning environment (VLE) to support their studies outside the classroom.

- Assessment of students’ work is good. Feedback on marked work is helpful, constructive and encouraging, with clear targets indicating areas for improving the quality of work. Detailed profiles of students enable teachers to structure their teaching and the learning activities according to the needs of individuals, although not all teachers are adept at doing this.
- Pastoral support for meeting students’ personal needs is highly effective. The tutorial programme is planned well, and includes a scheme to prepare high-achieving students for entry to the more competitive universities. However, staff delivering taught elements of the programme require further training in presentation skills and class management to ensure that the excellent content has a suitable impact.
- The college has continued to invest in its extensive enrichment programme. The programme provides many opportunities for students to work outside the college with organisations whose aims are to promote justice, such as Amnesty International, and within the community, for example, with a local theatre group for people with learning difficulties.
- The enrichment curriculum complements the ‘spiritual journey’ programme, taken by all students, that positively reinforces the Catholic ethos of the college, encouraging students to develop awareness of spiritual, moral, cultural and social considerations. Understanding of equality and the appreciation of diversity are promoted well within many lessons, although on occasions teachers miss obvious opportunities to raise students’ awareness of such issues.
- The significant investment in ILT has resulted in some good resources. The VLE provides a good range of interesting materials for supporting teaching and learning, and is used well by students. The use of new technologies by teachers in lessons is good in a minority of subjects, for example, communication studies and media studies. However, most teachers have not yet developed the skills or confidence to exploit the technology fully to promote more effective learning.
- Professional development is good and well-considered; it is linked closely to performance management of teachers to improve their teaching skills and qualifications. The sharing of good practice for improving teaching and learning is achieved through an informal system of peer review of teaching and learning that supports the formal lesson observation process.

<b>Health and social care and public services</b>	
<b>Learning programmes for 16-18</b>	<b>Good</b>

- Teaching, learning and assessment on most courses in health, social care and public services are good. Teachers set high standards for their students, who work productively and co-operatively with each other. On health and social care programmes students achieve very well, but success rates are low for the smaller number of students who take courses in public services.
- Students are set demanding work and in most lessons higher-level skills of analysis and evaluation are developed carefully. In a social care lesson students evaluated thoughtfully the strengths and weaknesses of specific health education programmes. In a public services lesson, following a visit to police headquarters and a visit by Territorial Army personnel, students described well how the uniformed services’ chain of command applied in these work settings.
- Teachers have good subject knowledge and draw on their vocational experience to illustrate and develop theoretical points. They use a wide range of well-chosen interactive teaching and learning activities confidently to develop in students a good understanding of their vocational sectors. In public services, links with a wide range of uniformed services are very productive. However, health and social care students have very limited opportunities for vocational work experience.

- Teachers share the planned learning outcomes for lessons with students at the start of lessons. In the weaker lessons, however, these are too general and do not focus sufficiently on what the students need to achieve. Teachers use good questioning techniques to confirm and extend students’ knowledge and understanding of theory and practice. In a minority of lessons teachers do not ensure that all students are included in whole-class activities.
- The learning resources used in lessons are prepared carefully and presented well. Students use the college intranet effectively to access learning and assessment materials and make very good use of information technology in the research and presentation of their assignments. Teachers use very well-chosen film clips to support discussion of current health, care and public service issues. In some lessons the wide range of teaching, learning and assessment opportunities offered by the interactive whiteboards are not exploited sufficiently.
- Teachers assess the literacy and numeracy levels of learners carefully. Additional support for those identified with specific learning needs is timely and effective. Short-term academic targets for learners are specific and clear. Progression rates to higher education and vocationally-related employment in the care and the uniformed public services are satisfactory.
- Teachers provide positive written feedback to students with clear guidance for improvement. Students understand the progress that they are making. On health and social care programmes, spelling, punctuation and grammar in students’ work are corrected carefully. On public service programmes the correction of grammatical errors is inconsistent.
- Information, advice and guidance are good on health and social care courses. However public service students are not interviewed and selected by specialist staff, and some students who enrol do not understand the demands and challenges of the programme.
- Students are supported in extending their knowledge and understanding of equality and diversity through the social care and public services curricula. However, in public services, on occasion, students’ stereotypical preconceptions are not challenged.

<b>Science and mathematics</b>	
<b>Learning programmes for 16-18</b>	<b>Good</b>

- Teaching, learning and assessment in science and mathematics are good. This is reflected in the improved success rates in the majority of subjects across the area. They are now satisfactory in A levels and high in AS-level subjects. The proportion of students achieving grades A\* to C in GCSE mathematics is too low.
- Lessons are planned well and classroom management is good. Clear and lucid explanations by teachers reinforce learning effectively, with an excellent emphasis on specialist terminology in biology and chemistry to ensure that students can articulate concepts, such as dative bonding, accurately.
- In better lessons, teachers use a range of techniques to help students broaden and deepen their scientific and mathematical understanding through both independent learning and collaborative enterprise. In physics, phrase hints were provided to help the less able to define photoelectric processes, while in BTEC programmes students were paired appropriately to support each other.
- In a minority of lessons, particularly in mathematics, teaching is dull and unchallenging, and does not meet individual needs and levels of abilities effectively. Assessment is insufficiently effective, and checking of learning in lessons through questioning is undirected and does not probe to elicit understanding.
- Homework is set regularly and marked promptly with good constructive feedback in most subjects to encourage improvement. In biology and chemistry, teachers review and monitor targets for improvement, which students find a useful challenge. This has led to a steady improvement in the attainment of high grades.

- The effective use of technology to promote learning is underdeveloped. Interactive whiteboards are mainly used for presentations and are not used to stimulate interest and learning. While action has been taken in mathematics to introduce web-based resources to the students during the initial weeks of the course and through homework references, there is still insufficient use of online resources to develop research skills or reinforce learning.
- Highly effective and much appreciated support is provided to students both in and outside of the classroom. Teachers are fully aware of students with learning difficulties and make good efforts to meet their needs. This was especially evident in GCSE biology and AS environmental studies, where learning support assistants supported students with specific learning needs. Students attend additional subject-based workshops regularly on both a voluntary and targeted basis and find them invaluable.
- Resources are good. Many have been developed as a result of sharing good practice within subject teams such as in chemistry and biology or, as in mathematics, the development of an AS mathematics induction pack as an outcome of an action research project. They have contributed to the improved attainment and progress made by the students. The VLE is much appreciated by students on most programmes as a valuable tool to facilitate revision and catch up on missed work. The learning resource centre is used frequently by students to complement and support their learning.
- Enthusiasm for the subject is fostered through a number of enrichment activities. Trips are organised to, for example, CERN, biology and chemistry Olympiads, Wessex Water Works and university workshops. In mathematics, the students have set up a club to work collaboratively towards the Mathematics Challenge for the first time.

## Humanities and social sciences

### Learning programmes for 16-18

**Good**

- Teaching, learning and assessment are good, although this is not yet reflected in students' achievements, which are satisfactory overall and improving. Students are now making good progress in lessons in archaeology, government and politics, history and philosophy, and inspection evidence throughout humanities shows standards are rising. In geography, students achieve lower grades than would be expected given their starting points.
- Students are engaged fully with their learning. Materials are planned well and deployed effectively. The use of sources and writing grids in history and study booklets in archaeology provide a good framework for learning. In the best lessons students are actively involved in driving forward their own learning; for example, by working in groups to discuss, challenge and extend ideas and reach substantiated conclusions.
- In the majority of lessons, students benefit from opportunities to develop their higher-level thinking skills. For example, while examining flooding in geography and the Elizabethan religious settlement in history, structured and directed questioning developed understanding of concepts and interpretations. In archaeology, students drew impressively on prior learning to develop a hypothesis while trying to establish the nature of an archaeological site. In a philosophy lesson students were able to discuss complex issues on what constitutes a person, including debate around when life starts, through sensitive and careful teacher direction.
- In the small number of less successful lessons opportunities are missed to extend learning, learning is too slow and the aims of the lesson are not sufficiently clear.
- Students appreciate the high level of support given by teachers both in and outside of lessons. Subject-based workshops extend learning beyond timetabled classes and are valued highly by students. Students use these effectively to clarify understanding, catch up on missed work and receive support with essay-writing skills. Students extend their learning by making good use of the resources on the VLE and within the learning resource centre.

- Homework is set regularly and constructive feedback is provided by staff. In history and government and politics, feedback on marked work is linked clearly to examination needs, highlighting key areas for improvement. In archaeology there is an appropriate early emphasis on developing terminology and understanding key concepts. In philosophy, structured feedback sheets are used effectively to identify current performance and provide guidance for improvement.
- Recent improvement is evident in the monitoring of students' progress by teachers. Students are set target grades based on prior attainment, and have a clear idea of these target grades and how they might achieve or exceed them.
- Teachers are effective at helping students to improve their English and mathematical skills in lessons. In geography there is a strong emphasis on the development of a variety of mathematical skills at the start of the AS course, which enables students to bridge the gap between GCSE and AS level. In history there is a particularly strong focus on developing extended writing skills. In all subjects students develop the technical language skills appropriate for each course.
- Equality and diversity are promoted actively within humanities. Topics chosen, for example within history courses, ensure that students understand the diversity of human experience. In geography, effective steps are taken to ensure all students can attend field trips.

### **Business studies, accountancy, law and economics**

#### **Learning programmes for 16-18**

**Good**

- Teaching, learning and assessment are good, and this is reflected in the improvement in students' achievement on nearly all courses. Success rates in AS-level business studies are high, with good achievement of high grades. Success rates are low, but improving, in accounting, AS-level economics, and the diploma in business studies at intermediate level. Students' progress compared with their prior attainment is in line with expectations, although it is very good in AS-level law.
- In the best lessons, students acquire a fluent understanding of financial, business and legal concepts through a range of teaching strategies and learning activities. This helps them to apply theoretical insight to practical situations in, for example, company finance or statutory precedence. Essay writing and numeracy skills for financial calculations are developed well. In the small number of less successful lessons students are less active and make slower progress, with the more able students being insufficiently challenged.
- Students' progress is improving through close monitoring of short-term targets that raise their aspirations. For example, business students produced good analysis of the effect of balance of payments on international trade, while the teacher monitored and updated short-term targets with each student. Students' confidence and team-working skills are enhanced by collaborative activities in class.
- Assessment practice is mainly good. Teachers assess students' progress in classes effectively through a range of activities, including short tests and simulated examination questions. For example, in law, teachers use questioning particularly well to check students' identification of relevant case law.
- Students receive very helpful written and verbal feedback that enables them to improve their skills, especially those of analysis and evaluation. Feedback is particularly good in business finance and economics where the students had an indication of how these skills attract marks in examinations. Spelling and grammar are often, but not always, corrected.
- Enrichment in the area is outstanding. Most students are involved in activities that support their learning and extend their employability and personal skills. This includes good opportunities through the careers academy for selected students, and work experience for business students

studying the diploma in business. Students were particularly enthused by a visiting speaker discussing the ethics of the banking sector.

- Good support is available to students. Teachers use initial assessment well to assess the need for extra support, which takes a variety of forms. Students may be timetabled for specialised learning workshops in all subjects. These workshops are well attended and give high-quality support tailored to individuals' needs. Any student may drop in to these workshops for support.
- Students use high-quality, college-devised workbooks effectively. All classrooms have interactive whiteboards used for presentations, but their full potential is insufficiently exploited. All students download electronic information, documents and presentations from the learning resource centre and at home. However, the department recognises that it holds insufficient interactive learning resources.
- Equality and diversity are promoted well in law lessons, where students demonstrate a very good understanding of the many aspects of the law relating to discrimination. Business studies students produced well-researched assignments on a large retailer setting up business in China while comparing economic and market trends. Students who receive learning support achieve as well, or better, than others.

### **The effectiveness of leadership and management**

**Good**

- The college has a coherent and ambitious vision to be a centre of academic excellence without sacrificing its inclusive Catholic ethos. The Principal is new in post and is a very visible presence, promoting a culture of high aspirations amongst staff and students. College managers have a clear understanding of their shared strategic aims. Strategic planning documents are wide-ranging and comprehensive, although it is not always clear how the targets set are to be achieved.
- Managers and teachers have worked hard to support students on AS-level courses who enrol with GCSE grades that are typically lower than in most sixth form colleges. A focus on improving the quality of teaching, curriculum management and support for learning has secured steady improvement in AS-level success rates to high levels. However, too many students make insufficient progress on A-level courses.
- Governance is good. Governors know the college well; they are involved fully in strategic discussions, and play a full part in decisions such as the recent ones to abandon the foundation-level curriculum and to restructure the college's pastoral provision. They offer a robust challenge to senior leaders and set demanding targets.
- Managers have been slow to resolve fully a minority of areas for development from the last inspection. This includes the improvement of management information systems. Staff still do not have access to comprehensive, accurate and timely data relating to student achievement. The college made a further mistaken data submission to funding bodies in 2010/11. Recently, the senior leadership team has taken appropriate steps to resolve these issues.
- The weaknesses in management information have also had an impact on the effectiveness of self-assessment and quality assurance procedures, although these have been strengthened recently. Self-assessment reports have lacked rigour and been too generous in some areas. In the past, managers have not analysed examination results or value-added data in sufficient depth to understand the patterns of achievement and to identify and remedy pockets of weaker performance sufficiently swiftly. A recent restructuring of curriculum management roles and responsibilities has resulted in a sharper focus on what needs to be done.
- Performance management is rigorous and managed well. Managers do not shy away from difficult decisions and training has been provided to help them with this. Targets arising from annual review meetings and lesson observations are appropriate, and these have informed useful staff development programmes and contributed to improvements in the quality of teaching. However, arrangements for ensuring that students' views play an important role in self-evaluation are not yet fully effective.

- The curriculum is planned and reviewed thoroughly and regularly, taking into account local need and other local provision. The college interviews all prospective students; this is a huge task, but one which ensures that students receive effective initial advice and guidance. Over half of the second-year students take four A-level courses, which is unusual. Most students progress to university, employment or further study, but the college does not know the destination of too many students.
- College managers are developing the use of partnerships to raise the aspirations of staff and students, to support particular curriculum-related projects, and to promote progression and other opportunities for students. Leaders are determined to strengthen relationships with other providers in and around the city.
- The college's promotion of equality of opportunity, underpinned by the strong Catholic ethos, is good, and its work in this area has been recognised with a national award. There is no evidence of bullying or homophobic behaviour. Students are involved in the organisation of celebrations such as Black History Month and Holocaust Memorial Day, and these have a high profile. Managers have improved their analysis and reporting of equality and diversity data at a whole college level, but curriculum managers are not yet reporting these fully in course and curriculum self-assessment reports. However, there are no significant gaps in achievement between different groups of students.
- The college meets the statutory requirements for safeguarding learners. Safer recruitment practices are good. Effective systems lead to the identification of vulnerable students, and good relationships with local agencies support appropriate referrals. College services include a psychotherapist, as well as counsellors and other welfare support, and these contribute to high retention rates. Staff manage the security of the site well; they respond speedily and effectively to any incidents, and students feel safe in the college. Health and safety practices are good.

**Record of Main Findings (RMF)****St Brendan's Sixth Form College**

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	<b>16-18 Learning programmes</b>
<b>Overall effectiveness</b>	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and social care</b>	2
<b>Public Services</b>	2
<b>Science</b>	2
<b>Mathematics and statistics</b>	2
<b>Humanities</b>	2
<b>Social Sciences</b>	2
<b>Business Studies</b>	2
<b>Law and legal services</b>	2

## Provider details

St Brendan's Sixth Form College	
Type of provider	Sixth form college
Age range of learners	16-18
Approximate number of all learners over the previous full contract year	Full-time: 1,606
	Part-time: 78
Principal/CEO	Mr Michael Jaffrain
Date of previous inspection	March 2010
Website address	www.stbrn.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners								
Full-time			106		1,498	14		
Part-time			12	1	11	3		
Funding received from	Education Funding Agency (EFA)							

## Additional socio-economic information

St Brendan's Sixth Form College is situated in the south of Bristol, and serves both the city and a wide surrounding area including Bath, and parts of Somerset, South Gloucestershire and Wiltshire. The college attracts students from its partner Catholic schools and from around 70 other schools. It is one of only two sixth form colleges in the south west, and faces strong competition from a wide range of school sixth forms. The wide catchment area served by the college is diverse, containing areas of both socio-economic advantage and disadvantage. At many of the schools from which the college attracts students, GCSE results are below the national average.

## Information about this inspection

Lead inspector	Alan Hinchliffe HMI
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Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Vice Principal as nominee, carried out the inspection with short notice. Inspectors took account of the college's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and on-line questionnaires to gather the views of learners and employers; these views are reflected

throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the college. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

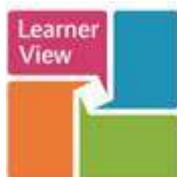
## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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