

Hartpury College

Specialist college

Inspection dates		17–20 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Outstanding-1
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 students

This college is good because:

- the proportion of students who achieve their qualifications has risen and is high for most qualification types
- students who complete their courses in sports studies and several land-based subjects often exceed their expected grades compared to their prior attainment
- on completion of their courses, the large majority of students move on to employment or further study in specialist areas in their chosen subjects
- the large majority of lessons are good and theory teaching is often very effective
- support for students is good, flexible and extensive
- specialist resources are extensive and of very high quality
- managers match the curriculum well to local and regional land-based employment needs and have developed specialist provision in sports in collaboration with national sports governing bodies and industry, providing good progression routes for sports students
- the Principal, managers, governors and staff are ambitious for the provision and managers have put into place actions for improvement based on accurate self-assessment.

This is not an outstanding college because:

- students' achievement on a small minority of vocational courses is not high enough
- the outstanding teaching and learning in sport are not matched in other subjects; assessment is not used consistently well to inform teaching and learning strategies and measure students' progress accurately
- A-level provision requires improvement as students' achievement and progress are not consistently good
- teaching and learning in English and mathematics are not good enough to ensure that students are able to achieve qualifications at a good level in these subjects
- managers' improvement actions have not had enough impact on improving less effective provision, and the sharing of best practice to raise standards is not effective enough.

Full report

What does the college need to do to improve further?

- Support teachers to use assessment fully and effectively, particularly in A-level provision, so that they can check students' learning thoroughly and use this information to inform their choice of teaching methods and activities to the very best effect.
- Develop tutors' skills in setting students precise and challenging targets by using all of the available information about their progress and by placing emphasis on improvements needed in students' English and mathematics skills.
- Review the curriculum for English and mathematics, including the time allocation, and the effectiveness of teaching strategies. Improve the quality of lessons in these subjects so that a higher proportion of students make good progress and achieve their qualifications.
- Ensure that staff development activities are managed effectively so that best practice is shared widely across vocational and academic provision and staff participate fully so that the quality of teaching, learning and assessment is raised to outstanding in all subjects.
- Increase the focus on, and the promotion of, cultural diversity by staff so that students have a greater depth and breadth of understanding to prepare them for living in modern Britain.

Inspection judgements

Outcomes for learners	Good
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- The college provides study programmes for students aged 16 to 19 at levels 1, 2 and 3, which make up more than two thirds of the provision. Learning programmes for adults account for most of the remainder of the provision, with apprenticeships making up around a tenth.
- Over the last three years, the proportion of students on college-based vocational programmes who complete their courses and achieve their qualifications has risen and is high for most types of qualification. In 2012/13, the proportion of students who completed their courses successfully declined in several land-based subjects, but increased in 2013/14 as a result of managers' improvement actions.
- Most students aged 16 to 18 taking vocational diploma qualifications who complete their courses are successful. On level 3 extended diplomas, they often make good progress compared to their prior attainment and achieve higher grades than expected, particularly in sport, animal management and agriculture.
- In the last two years, the proportion of students who withdrew before the end of their diploma courses was high, despite a marked decrease in 2013/14. Managers' data show that, in the current year, a higher proportion of students remain on their courses compared to a similar point in the previous year.
- Students who take A-level qualifications have high success rates. Most achieve the grades expected of them compared to their often high levels of prior attainment. In physical education, students often exceed their expected grades, but in biology, chemistry and psychology students underperform.
- On AS-level qualifications in the sciences and mathematics, too many students are unsuccessful in passing their qualifications or underperform compared to their prior attainment. Across subjects, too few students carry on studying their subjects to A-level. In the current year, the progress of students on A- and AS-level courses is not good enough and too many are underperforming compared to their target grades.
- Adult students who take coaching awards and certificates at levels 1 and 2, through subcontracted provision with Rugby Football Development and Gloucester Football Association,

achieve very well. The achievement of the relatively few adults who take vocational diploma courses or access to higher education courses is not high enough.

- Too few students improve their English and mathematics qualifications as not enough are successful in completing functional skills qualifications in English and mathematics at levels 1 and 2. Too many students taking GCSE courses in these subjects in the current year are making slow progress; a small minority are not attending lessons frequently enough.
- The majority of students apply mathematical skills well in the context of their studies. However, students' English skills are not consistently well developed, particularly their writing skills.
- Students often gain a range of useful additional qualifications that support their employment prospects. For example, students on land-based technology courses gain welding qualifications and sports students achieve personal fitness trainer certification at level 2.
- Almost all students gain valuable work-related experience and a high proportion in some subjects undertake work experience external to the college. For example, students on outdoor education courses have a substantial placement with a national adventure holiday company during their course. However, a minority of students do not have the same opportunities; for example, the majority of equine students gain their experience within the college equestrian unit and a small minority of students on A-level courses do not gain sufficient work-related experience.
- Students' attendance on their main qualifications is high and almost all have very good attitudes to learning. Most develop well personally and gain confidence, good communication skills and become more independent during the course of their studies.
- No significant gaps in achievement exist between different groups of students. Students who receive additional support to help them learn, achieve at least as well as their peers.
- Because of the well-established and extensive focus on sporting excellence, students and apprentices on sports programmes often achieve high levels of expertise in sports such as rugby, rowing, dressage and football, and a small but significant minority compete at a very high level in their chosen discipline.
- In agriculture, most students gain good practical skills, for example in lambing and tractor driving. In animal management, students have high levels of theoretical knowledge, but their practical skills such as in caring for different animal species require improvement. Equine students develop a range of practical skills including running large, high profile equestrian events which support their progression aims. In both equine studies and animal management, more experienced students do not develop their supervisory skills well enough.
- On completing their courses, the large majority of students move on to employment or further study. The proportion of students who gain university places is high and often includes acceptances onto prestigious courses, including a few to study medicine or veterinary science. Students' progression between level 2 and level 3 of study is high, but is low for the relatively small number of students at level 1 moving to level 2 study.
- In 2013/14, apprentices achieved very well on apprenticeships in agriculture at intermediate and advanced level and the advanced apprenticeship in sports excellence. Current apprentices are making good progress, with an increase in numbers in both subjects.

The quality of teaching, learning and assessment

Good

- The four subject areas inspected and reported on cover most of the provision, with the exception of equine studies and the A-level provision other than in science and mathematics.
- Good teaching and thorough assessment are reflected in students' good outcomes. In particular, teachers work well to help students achieve their vocational qualifications in subjects including sport, agriculture and animal management, but their impact on learning is less effective for students who study A and AS levels, GCSEs and functional skills qualifications.

- In the most effective lessons, teachers have high expectations and teach inspiring and interesting lessons with highly relevant content. Teachers assess students' understanding thoroughly and maintain a demanding pace because they know accurately how well students are learning. They motivate students to work effectively and productively outside lessons.
- In a minority of lessons, teaching is less effective. Teachers do not explain key concepts or ensure students consolidate their learning well enough, sometimes because teachers move on too quickly or do not summarise points such as the advantages and disadvantages of different techniques accurately.
- Teachers do not always take sufficient account of students' potential or their differing abilities in their choice of tasks or use of teaching methods. As a result, sometimes students do not receive enough challenge from teachers to do their very best work, or time during learning activities is not used productively.
- Theory teaching is often of a high quality. Teachers in several subjects, for example sport, are expert at helping students to apply theory to their practical knowledge; but, in animal management, teachers are less skilled and do not always make sufficient links between theory and practical knowledge.
- Students who need extra help with their learning receive comprehensive help from specialist staff. This helps most of them to make good progress and develop the self-help strategies they need to move on to the next stage in their learning.
- Teachers' work in developing students' practical skills is not good enough in a few subjects. In animal and horse management, students' practical skills development is not always fast enough or at a demanding enough level. However, recent changes in management in both these areas mean that the standards expected are rising, but some students, particularly in animal management, are not making as much progress as they should.
- Teachers ensure most students gain valuable skills for employment. The majority of vocational courses include an assessed work experience placement, often external, which helps develop students' employment skills, such as timekeeping for early morning duties and good communication such as in reporting animal health concerns.
- Teachers give students good advice and guidance about the skills and the knowledge needed to progress to their chosen land-based or sports careers. Careers guidance staff provide particularly good support for students who wish to progress to higher education. Guidance for students interested in apprenticeships in agriculture is very thorough.
- Teachers' targets to improve students' performance set in tutorials require improvement. Too often targets do not specify clearly the skills or knowledge students need to improve. Tutorials do not cover all aspects of the students' study programmes. For example, tutors do not record students' progress in English and mathematics or use this information to set relevant improvement targets.
- Vocational teachers often help students develop their mathematics skills well in a subject context. For example, horse management students use good numerical and analytical skills to interpret graphs related to equine evolution.
- Teachers are less skilled at developing students' English. A small minority of teachers do not model good English in their lessons, for example by using resources that include spelling errors or incorrect use of capital letters. Although the majority of teachers require high standards of English in written work, a small minority do not.
- The quality of teaching and learning on GCSE courses in English and mathematics requires improvement. Teachers do not have enough time to undertake sufficient assessment to ensure students are making enough progress. The teaching of functional skills is improving, as shown by recent results in examinations, but is not yet consistently good.
- Staff provide extensive support for students. Students with personal problems or who are vulnerable are supported very well. Students make good use of the many sources of advice and help available to promote their health and well-being, such as counselling and fitness advice.

- A small minority of teachers use information and learning technology well. For example, they use the virtual learning environment (VLE) to provide videos, quizzes and self-assessment activities, as well as links to useful websites which help students to improve and reinforce their learning. However, not enough teachers use the VLE effectively to enable students to extend their learning and make the very best progress.
- Teachers do not all work effectively to help students develop their understanding of diversity or to prepare them for living in modern Britain. Most teachers plan to develop students' understanding in lessons, but they are not all sufficiently skilled or confident to do this other than in a superficial way.

Science and mathematics

16-19 study programmes
19+ learning programmes

Requires improvement

Teaching, learning and assessment in science and mathematics require improvement because:

- in the last two years, too few students passed AS-level science and mathematics qualifications and, compared to their prior attainment, too many A-level students did not achieve their expected grades; current students are making better progress than previously, particularly in sciences
- a minority of teachers move too quickly into exercises before students' understanding of topics is fully developed; as a result, they often have to spend considerable time repeating explanations and providing additional support which slows students' progress
- in mathematics, teachers do not consistently check the students' understanding or explain concepts, such as geometric interpretation, fully enough for students to successfully complete further work; for example, students struggled to calculate the eigenvalues and eigenlines after an incomplete explanation
- a minority of mathematics teachers do not pay sufficient attention to helping students develop good mathematical communication skills, such as in the layout of solutions or showing their workings clearly including using words or sentences where appropriate
- teachers do not have sufficient timetabled time to cover the GCSE mathematics syllabus and some students are making slow progress; a few students have lost confidence in their mathematical abilities
- teachers do not always use assessment information on students' progress in GCSE mathematics well enough to inform the content and structure of the lessons they give so that they meet individual students' needs well
- a minority of teachers' guidance to science students in taking clear and accurate notes about the essential points needed for examinations to support their revision is underdeveloped
- teachers do not work well as a team in developing and sharing good practice and, as a result, the most effective approaches are not used widely or consistently across these subjects.

In science and mathematics, the provision has the following strengths:

- teachers teach scientific practical lessons well, shown by students' well developed and confident practical laboratory skills; for example, in physics, students quickly, independently and safely assembled and undertook a specific heat capacity experiment
- teachers' assessment and marking of students' work are thorough; this informs students how they can improve, as well as requiring them to reflect carefully on errors and many are improving their work successfully

- staff provide a high level of beneficial additional support, including extra sessions arranged around students' other commitments such as training and competing in sporting teams
- teachers monitor students' progress compared to their target grades rigorously and identify students who are under performing so that they can provide additional support through individual action plans.

Agriculture

16-19 study programmes
19+ learning programmes
Apprenticeships

Good

Teaching, learning and assessment in agriculture are good because:

- the majority of students and apprentices make good progress and gain their qualifications, including for the majority of college-based students, passing with high grades; students enjoy learning and their standards of work are high
- staff use routine animal husbandry duties, work experience and well-devised projects effectively to improve students' confidence, resilience and reliability; students often work with minimal supervision and move onto more complex tasks, such as estimating costs for a fencing project, as soon as they are ready
- teachers and workplace supervisors use an interesting range of tasks and activities effectively, with high emphasis on working safely and ensuring bio-security; for example, students recognise poor health in livestock accurately and are careful to avoid cross contamination when lambing and working within calf rearing and dairy units
- teachers are good role models, ambitious for their students and they use their knowledge and expertise well to prepare students for their progression; as a consequence, students work hard and are motivated to succeed to the highest level
- teachers support students to develop good study and problem-solving skills; students achievement of additional welding and farm vehicle driving qualifications enhance their employment prospects further
- teachers develop students' mathematics skills well; for example, students routinely calculate animal feed quantities and seed requirements for drilling, as well as evaluating machinery performance measures, in order to devise viable business plans
- staff monitor students' progress accurately and students understand what they have achieved and what remains to be done; apprentices are making good progress towards completing their apprenticeships on time
- teachers assess students' work frequently and accurately; their marking gives students clear guidance for improvement and informs their further learning and training needs
- good and productive relationships exist between staff, students and agriculture industry representatives; students benefit from frequent visits to trade exhibitions and are often successful in regional and national agricultural competitions.

Teaching, learning and assessment are not yet outstanding because:

- in the few less effective lessons, teachers do not check students' understanding sufficiently before moving on to new topics; as a result, a minority of students do not make sufficiently good progress and lack an in-depth understanding
- teachers are not helping students to develop their English skills thoroughly or quickly enough, and their written work is not good; vocational teachers are not working closely enough with specialist English teachers to integrate English skills well into lessons

- staff do not set precise targets in tutorials to ensure students improve their personal development such as their punctuality or the occasional low-level disruptive behaviour of a very few students
- teachers' development of students' understanding of social and diversity issues is underdeveloped; teachers do not extend students' understanding of several important issues facing the modern agricultural industry, such as working with or supervising a diverse workforce.

Animal management and veterinary science

16-19 study programmes
19+ learning programmes

Good

Teaching, learning and assessment in animal management and veterinary science are good because:

- the very large majority of students achieve their qualifications and often exceed their predicted grade; almost all students progress to further qualifications or employment relevant to their career aims
- knowledgeable and experienced teachers plan classroom-based lessons well, ensuring all students develop a high level of understanding that enables them to produce high quality written work
- good teaching ensures that dog grooming students develop very good skills quickly that enable them to groom and clip dogs to meet challenging requirements; for example, students undertake show clips required for standard poodles and finger plucking for terrier breeds
- teachers use their good industry links to ensure students learn about a broad range of small and large animals, including horses, zoo and agricultural species; this improves their understanding of different industries and helps them make informed choices about their future specialisms
- good teaching of skills for employment, such as how to write a comprehensive curriculum vitae and successful interview techniques, helps students well in preparation for employment and in gaining a wide range of work placements
- veterinary nursing teachers use the high quality specialist resources highly effectively to teach veterinary nurses from small animal and specialist equine practices jointly; this ensures that nurses can learn and share their knowledge of a wider range of animals than they may see routinely at work in preparation for their examinations
- teachers challenge students to improve their English language skills well by setting high standards for written work and referencing; less able students are supported very well to improve their writing and vocabulary
- students develop good mathematical skills, including through carrying out calculations correctly and noting their workings accurately; for example, teachers give them interesting tasks, such as calculating hair yield in squared centimetres for different animal coats.

Teaching, learning and assessment are not yet outstanding because:

- students' practical animal care skills are not developed and assessed quickly enough; students do not consistently perform routine tasks to the high standards expected from the new management team, and a few are unfamiliar or lack confidence in handling and caring for certain species
- more-experienced students do not gain sufficient additional skills in supervising other students to help them be well prepared for overseeing the work of others in future employment
- teachers do not make strong links between theory and practical work to help students apply their theoretical learning constructively in a practical setting

- teachers do not consistently ensure that students take enough responsibility for completing the targets they set for them, which means a few students do not make the improvements of which they are capable
- staff do not always reinforce fully the requirements and demands of the level 3 subsidiary diploma course in animal management for students who are vulnerable and at risk of withdrawal; this has resulted in an increase in the number of students withdrawing in the current year.

Sport

16-19 study programmes
19+ learning programmes

Outstanding

Teaching, learning and assessment in sport are outstanding because:

- the proportion of students who successfully complete their qualifications is very high; a large majority of students make better than expected progress and develop outstanding skills in applying theoretical concepts to practical sports, coaching and exercise sciences
- expert, specialist sports teachers use purposeful and highly motivating activities to help students learn outstandingly well; they routinely inject pace and passion into their lessons and help students to develop their independence, confidence and motivation
- teachers ensure students understand fully the range of sporting contexts and different participants' needs, so that they learn to adapt their skills quickly and effectively to vocationally-relevant situations, for example in using appropriate coaching techniques for disabled athletes
- teachers are excellent role models, particularly in their sports specialism such as rugby and football; teachers guide students' career aspirations adroitly and ensure students receive high quality support
- staff links with industry are excellent, such as with Gloucestershire Football Association, and help students to achieve coaching awards; these develop students' skills for employment very effectively and support their positive progression to higher study and employment
- students develop a strong awareness of diversity shown through their confident application of practical skills to real-life situations, such as adapting therapy techniques to accommodate religious beliefs
- teachers know their students well and plan challenging learning activities that extend their learning in the majority of classes, for example by dissecting of the heart and lungs from an equine cadaver to appreciate comparative physiology
- staff monitor students' progress rigorously, in particular those who are at risk of underperformance; consequently, all students have the best possible chance to succeed, understand how well they are doing and how to improve further
- students gain valuable experience of work on external community projects and through the organisation of large-scale sporting events with Active Gloucester; however, not all students undertake a high quality external work placement
- teachers' use of assessment is frequent and highly effective; students respond positively to high quality and supportive feedback, resulting in improvements in their subsequent work
- most teachers work effectively with specialist mathematics and English teachers to develop students' skills in a vocational context, for example through calculation of heart rate, training zones and javelin launch angles.

The effectiveness of leadership and management

Good

- The Principal, governors and senior managers set a clear strategic direction that aspires to excellence through providing high quality specialist provision in land-based subjects and sport. The Principal's consultative style of leadership is creating a harmonious and supportive environment that is ensuring the full commitment of staff to achieving this aim.
- Senior managers identified accurately the marked decline in students' outcomes in 2012/2013 and took firm and decisive action to resolve the issues that contributed to this. They have made a number of significant management changes in several departments and managers are placing a high emphasis on developing and strengthening teaching teams to ensure consistently high quality provision where this is not yet in place. Managers correctly identified the development of English and mathematics skills as a key factor affecting students' performance and made this a priority for improvement.
- Governors have a wide range of skills, as well as considerable land-based and sporting expertise that helps to inform the strategic direction. Governors know the college well through a good understanding of its strengths and areas for improvement. They challenge senior managers appropriately to prioritise those aspects of students' outcomes and teaching and learning that require improvement.
- The self-assessment process is thorough, self-critical and accurate. The subject department quality improvement plans are detailed and actions are bringing about improvement, albeit in some departments, such as agriculture, more quickly than in others, such as the A-level centre.
- Managers use quality assurance processes well to monitor and measure the quality of provision, including that of subcontracted provision which is of good quality. However, although standards have risen in most provision and the quality of sports provision has remained consistently high, standards are not high enough in a small minority of subjects including a number of A-level subjects and English and mathematics.
- Managers evaluate the quality of most teaching and learning accurately through regular observations of learning. Most teachers who need to improve their practice are helped well by experienced practitioners. This work, combined with other training events, has improved the quality of teaching in the majority of subjects, including sport and animal management. Managers have not ensured that this support and good professional practice are fully effective in all subjects, in part because some teachers are new to their roles or because sharing of the best practice has not worked well enough.
- Managers use performance management processes to appraise staff, link their performance to students' outcomes and reduce the amount of teaching that is not good enough. However, some teaching, learning and assessment practice is not improving at a sufficient pace to ensure that students will achieve their full potential in all aspects of their programmes of study.
- Senior managers and staff form highly effective partnerships with the land-based and sports industries, and use these well to develop the curriculum. For example, countryside management courses include gamekeeping units to meet the employment demands from the increasing number of commercial shoots. Apprenticeships in agriculture have been prioritised as a growth area to meet employers' needs, and recruitment has more than doubled. Formal, well-established industrial panels, land-based agencies, employer networks and high profile sporting events for rugby and equestrian championships all contribute to very effective employer engagement.
- The management of most aspects of 16 to 19 study programmes is good, particularly on vocational routes. Students have an individual curriculum; the large majority improve their skills for employment, although not all undertake external work experience, and an increased focus on improving students' English and mathematics qualifications is in place. However, on some academic routes, and in terms of the quality of English and mathematics provision at level 2, not enough has been done to ensure that requirements are fully met.
- Safeguarding arrangements are good. When incidents occur, including with residential students, staff take prompt action and keep detailed records. Managers follow best practice in relation to safer recruiting and all staff undergo appropriate training including in e-safety. Safeguarding staff are well informed and work closely with the local safeguarding agencies. Staff comply with

good health and safety practice, including where risks are high, such as using agricultural machinery and playing contact sports such as rugby at a very high level.

- Managers and governors value students' feedback and the student union and student governors have made a useful contribution to influencing students' experience positively. Students' survey results have informed staff training to cover welfare issues, for example the increase in self-harming.
- Despite an increased focus on diversity, staff and students do not have a sufficient breadth or depth of understanding. Although managers have acknowledged this and put in place promotional campaigns and professional development, it has yet to be fully understood and embedded into teaching practice in most curriculum areas.
- Extremism is discussed with students in the context of their industry, for example the markedly differing views held about badger culling in game keeping and animal welfare. Wider issues relating to more diverse cultural issues receive more limited exploration. Training about the 'Prevent' scheme has been delivered to staff who are responsible for residential students, and further training is planned to take place shortly.

Record of Main Findings (RMF)

Hartpury College

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	-	-	2	-	2	2	-	-
Outcomes for learners	2	-	-	2	-	2	2	-	-
The quality of teaching, learning and assessment	2	-	-	2	-	2	2	-	-
The effectiveness of leadership and management	2	-	-	2	-	2	2	-	-

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	3
Mathematics and statistics	3
Agriculture	2
Animal care and veterinary science	2
Sport	1

College details

Type of college	Specialist further education college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	4,583							
Principal/CEO	Russell Marchant							
Date of previous inspection	November 2009							
Website address	www.hartpury.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	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	34	176	182	267	1,360	221	-	20
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	23	1	76	4	-	-		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	57							
Number of community learners	12							
Number of employability learners	-							
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"> ■ Rugby Football Development Ltd ■ Gloucestershire Football Association Ltd 							

Contextual information

Hartpury College is based on a single campus, within a 360 hectare estate some five miles north west of the city of Gloucester. The college is designated as a specialist land-based college. The campus includes a farm, equestrian centre, animal management centre and sports facilities, mainly for rugby and football. Around 700 further education students are resident on the campus. Most students are aged 16 to 19 and the majority are from Gloucestershire with other resident students from further afield. Land-based subjects of equine studies, animal management and veterinary science and agriculture, along with sports studies courses, are the largest part of the provision. Some 175 students take A-level courses, the majority of whom also pursue sporting career aims. Apprenticeships in agriculture and in sporting excellence are available, with increased numbers in the current year. In Gloucestershire, the proportion of students aged 16 who achieve five or more GCSE grades at A* to C, including English and mathematics, is above average.

Information about this inspection

Lead inspector

Philippa Francis HMI

Two of Her Majesty's Inspectors (HMI) and five 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 students' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. Inspectors observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the college. Inspectors looked at the quality of teaching, learning and assessment across 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:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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