

# Norwich City College of Further and Higher Education

General further education college

## Inspection dates

7–10 February 2017

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
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	Outstanding
Overall effectiveness at previous inspection			Good

## Summary of key findings

### This is a good provider

- Leaders and managers have a robust understanding of the quality of provision and have been effective in improving the quality of provision.
- Teaching, learning and assessment are effective in enabling the majority of learners to make good progress, achieve their qualifications and realise their ambitions.
- The large majority of teachers provide good feedback for learners that enables them to understand fully how theory underpins their practical skills development and how they can improve their work.
- Learners who have learning difficulties and/or disabilities receive outstanding teaching, learning and assessment that ensure that a very high proportion excel, and complete and achieve their qualifications.
- Highly effective partnerships enable learners to take up good-quality work experience. As a result, learners develop good work-related skills that are valued by employers and have a better understanding of the world of work and the career options available to them.
- A high proportion of study programme, adult learners and apprentices progress into purposeful employment or further study or gain promotion at work.
- Learners and apprentices behave well and exhibit high levels of respect, tolerance and support towards each other and staff.
- Not enough learners improve their English and mathematical skills and achieve level 2 functional skills or high grades at GCSE.
- In a small minority of lessons, teachers do not check learners' or apprentices' understanding sufficiently before moving on to the next task or topic; as a result, a small minority of learners do not make the progress of which they are capable.
- Too few apprentices or adult learners have a good understanding of British values and the risks of extremism and radicalisation.
- Not enough learners studying A-level courses make the progress required to achieve higher grades relative to their starting points.

## Full report

### Information about the provider

- Norwich City College of Further and Higher Education is a large college located close to the city centre of Norwich. Almost all of the provision is sited at the main campus; however, the college has smaller centres in the city centre and at a local outdoor pursuit centre. The college operates as part of the Transforming Education in Norfolk group alongside academies, a university technical college and a shared services company.
- The proportion of pupils in Norfolk attaining five or more GCSEs at A\*–C grades including English and mathematics is slightly below the England average. More people in Norwich are educated at level 4 than nationally. The proportion of learners at the college who are of a minority ethnic heritage has increased in recent years and is now above that of the local population. The active working population of Norwich and the surrounding area is above the national rate. The level of unemployment in the city is around the national rate.

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

- Ensure that all teachers teach theory effectively to enable all learners to grasp fundamental concepts and principles proficiently and make good progress.
- Continue to improve the quality of English and mathematics provision in order that all learners attend their courses and improve their English and mathematical skills effectively.
- Ensure that all learners studying A-level courses make good progress against their starting points and excel.
- Ensure that all staff promote effectively adult learners' and apprentices' understanding of British values, radicalisation and potential threats from extremist groups.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have a precise and ambitious vision for their learners and high expectations of what learners can and should achieve. Leaders have worked with staff successfully to create and embed a shared vision for the college. Consequently, staff feel valued and respected; they share the college values and contribute enthusiastically to improving their expertise and the quality of provision for the benefit of learners and apprentices. Leaders have empowered managers and staff by giving them greater autonomy to form their curriculums to meet the needs of learners and employers, while ensuring that they have clear lines of accountability and responsibility.
- Since the previous inspection, managers have ensured that learners and apprentices have good access to relevant programmes of study that prepare them effectively for future employment or education. For example, learners on study programmes participate in highly effective work experience either in the broad range of college companies or through external placements with local employers. Leaders have increased the number of apprentices to meet the local and regional demands of employers, most of which are in local enterprise partnership (LEP) priority areas such as engineering and health. Managers have been particularly effective in developing outstanding routes into supported employment for learners with complex needs.
- Leaders monitor the quality of provision assiduously and make good use of accurate and timely data to inform their decisions and monitor the impact of any improvement actions they take. They regularly scrutinise feedback from learners and apprentices and use this information perceptively to bring about improvements in the quality of provision. Leaders' and managers' quality improvement planning provides staff with a good focus on how to improve the quality of teaching practice. As a result, leaders have been effective in reducing variability in the quality of provision and reducing the gaps in achievement between different groups of learners.
- Leaders' and managers' actions to ensure that a higher proportion of learners improve their English and mathematical skills, achieve high grades in their English and mathematics GCSE qualifications, and pass English and mathematics functional skills at level 2 have not had sufficient impact. Recently introduced management arrangements are starting to improve the quality of this provision. Leaders' data indicates that current learners are making better progress; however, it is too early to judge the impact of the actions taken and the effect this will have on learners' outcomes.

- Leaders work collaboratively with other providers to ensure that the range of provision offered matches closely the skills demands of local employers without unnecessary duplication. For example, there is ample employability provision for adults locally provided by other providers. Senior managers hold key positions on the LEP planning committees and work astutely with other providers to introduce much-needed provision in areas such as construction and information and communication technology (ICT). Leaders have been particularly effective in securing additional funding to increase the availability and quality of resources. For example, leaders have invested heavily in ICT and recently secured a very large passenger airline jet for use by aviation engineers and travel and tourism learners.
- Leaders have developed effective partnership arrangements with employers and social enterprise companies. These ensure that learners have access to high-quality work experience and work-related learning that prepare them well for the world of work. For example, very effective links with Inspire Youth and local hotels have enabled learners to experience what it takes to run a hotel when they manage and operate three for a week. Employers value the communication and effective working relationships they have with the college that enable apprentices and learners on work experience to make good progress.

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

- Governors have highly relevant skills, which they employ effectively to improve the provision at the college. They understand very clearly the college's provision, capacity, resources and the wider challenges in the further education sector. Governors have been particularly effective in ensuring that the college's financial position has improved over time and is now good.
- Governors make good use of the comprehensive reports and data they receive from senior leaders to maintain effective oversight of critical aspects of college functions, such as safeguarding learners and financial management. Governors hold leaders to account effectively for their performance and the progress learners make.
- Governors know the college's strengths and weakness precisely. However, governors and senior leaders have been slow to ensure that a higher proportion of learners improve their English and mathematical skills and achieve high-grade passes on their English and mathematics GCSE courses or pass their English and mathematics functional skills qualifications at level 2.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers have effective safeguarding policies and procedures, including safe recruitment practices, that staff adhere to assiduously in order to ensure that the college meets its statutory duties for safeguarding learners. Support for learners and apprentices is strong and, as a consequence, they feel safe and are safe.
- Leaders ensure that all staff and governors receive appropriate training and frequent updates on safeguarding and how to keep learners safe. Staff value highly this training.

- While all staff take up training on promoting the 'Prevent' duty, they do not ensure that all apprentices and adult learners have a good understanding of British values and the risks of extremism and radicalisation.
- Managers work effectively with relevant agencies, such as the local authority social care designated officer, to promote safeguarding. Learners know whom to report to if they have any concerns. Any arising concerns are followed up by appropriate staff to a full resolution.

## Quality of teaching, learning and assessment

**Good**

- Teaching, learning and assessment are effective in enabling the large majority of learners to make good progress, achieve their qualifications and realise their ambitions. Teachers and assessors have high expectations for their learners and apprentices. They make good use of stretching target grades to motivate and monitor the good progress that the large majority of learners and apprentices make.
- The large majority of teachers' good verbal and written feedback ensures that learners and apprentices are clear about the specific aspects of what they need to do to improve, which enables them to make the progress expected of them. The large majority of learners and apprentices work diligently towards achieving their target grades. However, a few apprentices and adult learners do not receive a good level of feedback to enable them to make good progress and achieve.
- The large majority of teachers plan theory teaching successfully and deploy effective techniques that challenge learners and apprentices to relate theory well to their practical skills development. However, a minority of teachers, particularly of A-level courses, do not ensure that all learners have understood fully relevant concepts and principles and are able to accelerate their higher level thinking skills. As a result, a minority of learners and apprentices do not make sufficient progress in their studies.
- Learners and apprentices gain good practical skills and value the broad range of excellent specialist, industry-standard facilities and resources at the college and in the workplace. Teachers, assessors and employers instil very effectively safe industry practice and professional standards of conduct and attitude; learners transfer these directly into the workplace. For example: hospitality learners taking over successfully the running of three hotels for a week; and learners with high needs organising efficiently their own vegetable delivery service to staff and fellow learners.
- A large majority of learners develop good independent study skills. They utilise a comprehensive and high-quality library of resources with links to pertinent external resources and research on the virtual learning environment. Learners and apprentices employ their ICT skills effectively to submit assignments electronically, and access open forums for discussion and for confidential dialogue. Teachers employ assistive technology adeptly to ensure that learners can submit their work in a timely and accessible manner and receive swift support and feedback from their teachers to support their rapid progress.
- Teachers and assessors support learners well. Learners or apprentices requiring additional

help make good progress and swiftly learn to work independently. Teachers and learning support assistants work effectively together to ensure that learners who have special educational needs develop their independence, learn and progress at least in line with their peers.

- The large majority of teachers promote equality well and raise learners' and apprentices' awareness of diversity effectively. For example, apprentices working in call centres understand well the needs of customers who speak English as an additional language and exhibit a good level of empathy when answering calls from people who are confused or who are elderly.
- Teachers and assessors are well qualified and experienced; they apply their industry expertise adeptly to improve learners' and apprentices' practical and technical skills. Teachers apply their good subject knowledge to ensure that their lessons include a variety of activities that learners find interesting and enjoyable. Teachers routinely make good use of real-life examples to bring their subject to life and reinforce learning. Learners and apprentices develop a good understanding of technical language and use this to demonstrate their knowledge and skills.
- The majority of vocational subject teachers and assessors enable learners and apprentices to improve their application of English skills effectively. However, not enough teachers of English courses enable learners to improve their written English skills sufficiently. Too many learners studying GCSE English do not improve the structure of their writing sufficiently or develop their higher level thinking skills to write analytically.
- The majority of vocational subject teachers enable learners to improve their mathematical skills to a good level above the requirements of their main qualifications. For example, in a travel and tourism lesson, learners calculated accurately the volume of a suitcase, its weight and excess baggage implications for travellers. However, too many teachers of mathematics courses do not deepen learners' understanding of mathematical concepts or enable them to apply appropriate techniques and approaches to answer successfully. As a result, too many learners do not demonstrate a good level of mathematical reasoning to problem solve proficiently.

## Personal development, behaviour and welfare

**Good**

- Almost all learners and apprentices demonstrate high levels of self-confidence and are motivated to learn. They are proud of their work and achievements and understand how to stay safe while using social media platforms. Learners and apprentices say that they feel safe and are safe while attending the college. Most learners improve their understanding of British values, ethical issues and how to keep themselves fit and healthy. They are respectful towards each other, staff and visitors to the college. However, too few apprentices or adult learners have a heightened awareness of the risks from extremist groups and radicalisation.
- Almost all learners contribute to, participate in and benefit from a good range of enrichment activities, work-related learning activities and work-experience opportunities. Teachers introduce live briefs and community projects that enable learners to gain good personal and social skills valued by employers.
- A large majority of learners improve their chances of gaining employment. Learners

develop pertinent work-related skills specific to the industries they aspire to work in and that enable them to secure meaningful employment. For example, public services learners enacted an emergency evacuation procedure in liaison with the Norfolk Fire Service. Learners on motor vehicle programmes took over the operation of a large vehicle workshop for the day, liaising very effectively with customers and staff to ensure that customers' vehicles were repaired to a good standard and jobs completed in a timely manner.

- The large majority of learners and apprentices enjoy their lessons, arrive prepared to work and engage well in tasks and activities. They follow teachers' directions appropriately and respond positively around the college and in their lessons. Learners with additional needs attend their lessons frequently, are punctual and develop very good independent, social living skills. However, despite the recent introduction of attendance improvement strategies, attendance on discrete English and mathematics courses is low.
- Learners and apprentices gain high-quality theoretical knowledge and practical skills. For example, engineering apprentices work to very tight tolerances while producing components for the fire service and Ministry of Defence. Learners on study programmes improve their ICT skills, use computer-aided design, computer-aided manufacturing systems and photographic enhancement software and create complex database information to a high standard. In theory sessions, the large majority of learners produce work to a good standard, which aids their prospects for revision and progression.
- Learners value the effective and impartial information, advice and guidance on their future career aspirations provided by teachers as part of a very effective tutorial programme. A large majority of learners set themselves challenging career goals and aspire to reach their intended destination on completion of their programme of study. Adult learners on access to higher education programmes receive good help towards achieving their aspirations to gain university places. Consequently, a high proportion of learners progress into purposeful work, or further or higher education.

## Outcomes for learners

**Good**

- The majority of learners, adults and apprentices make good progress. Leaders' data indicates that most learners complete their qualifications broadly in line with those at similar providers nationally. A high proportion of learners achieve on engineering, health and social care, creative media, business, travel and tourism, and sport programmes.
- Leaders' data indicates that the proportion of apprentices who are successful in completing their programmes has increased significantly since the previous inspection. A large majority of apprentices now complete their programmes and achieve their qualifications in the timescales expected of them. The large majority of apprentices improve their levels of English and mathematics and achieve their functional skills qualifications. However, too few study programme learners successfully complete their level 2 functional skills.
- Leaders have ensured that the proportion of adult learners who successfully complete



their courses and qualifications has improved, particularly on access to higher education and English for speakers of other languages (ESOL) courses. Leaders' data indicates that the proportion of adult learners who achieve their English and mathematics functional skills qualifications is around those of similar providers.

- Learners with high needs achieve their targets and produce work of a very high standard. Almost all achieve their intended outcomes on completion of their studies. A high proportion gain employment in conjunction with the local hospital and social enterprise partners.
- Leaders have been effective in reducing achievement gaps between different groups of learners. There are no significant differences in the outcomes for most groups of learners, including those from disadvantaged backgrounds and those with experience of local authority care.
- The majority of learners studying vocational programmes and courses make good progress against their starting points. However, not enough learners studying A-level courses make the progress required to achieve higher grades.
- Most learners and apprentices progress to further or higher education, apprenticeships or purposeful employment on completion of their programme. For example, a large majority of learners studying at level 1 and 2 return to the college to study at a higher level. Almost all apprentices remain in employment on completion of their programmes, with a minority gaining promotion or extra responsibilities at work.
- Too many learners who re-sit their English and mathematics GCSE qualifications at the college do not achieve the high grades of which they are capable. A\*–C grade pass rates for learners in English and mathematics are low and require improvement.

## Types of provision

### 16 to 19 study programmes

**Good**

- Leaders at the college have ensured that the principles of study programmes are met. The college provides study programmes for 3,667 learners: approximately half are studying at level 3, of which a fifth are enrolled on A- and AS-level courses; a quarter study at level 2; the remainder take up programmes at level 1 or entry level. The most popular programmes are health and social care, engineering, construction, retail, sports and leisure, travel and tourism, and the arts.
- Leaders plan carefully the provision of study programmes to ensure that learners acquire the knowledge and skills valued by employers. The proportion of learners who pass their qualification is high on engineering, sports science, creative media, and health and social care courses.
- The large majority of teachers have high levels of knowledge and expertise. They plan lessons effectively by taking into account learners' starting points; as a result, they meet



learners' needs well and ensure that the majority make good progress. Most learners work hard in lessons; they are keen to improve their knowledge and understanding and aspire to achieve high grades. For example, in an A-level sociology lesson, a teacher enabled effectively learners to present confidently a broad range of sociological theories and justify their relevance to today's world. However, in a minority of lessons, particularly of theory, teachers fail to challenge learners to make the progress of which they are capable.

- Almost all learners gain good work-related skills from a broad range of work-experience and industry-specific activities. For example, learners studying travel and tourism programmes work effectively as part of a team alongside airport staff at a local airport. Learners studying A-level courses gain valuable organisational and administrative skills from spending time with local businesses. A majority of learners benefit from participating in the operation of over 30 commercial enterprise organisations around the college, such as a fashion design company and the full operation of the college restaurants and cafés.
- Learning support assistants support learners discretely and appropriately in lessons; consequently, learners in receipt of support remain motivated and complete their tasks to a good standard. Learners identified as requiring additional help make good progress with their studies. They gain in confidence and make valuable contributions to discussions and reflect well on their understanding of theory in relation to practice.
- The majority of vocational subject teachers enable learners to improve their mathematical and spoken and written English skills. Teachers ensure that learners understand technical vocabulary and are able to spell technical words correctly. For example, motor vehicle learners are able to explain and write confidently terms such as caster, camber and aspect ratio and explain accurately their use within vehicle steering systems. Learners on engineering programmes work proficiently to narrow mathematical tolerances when using complex measuring equipment such as micrometers and Vernier gauges. However, not enough teachers on discrete English and mathematics courses plan and challenge their learners to accelerate their English and mathematical skills sufficiently; as a result, not enough make sufficient progress. Learners' attendance at English and mathematics GCSE lessons is low.

## Adult learning programmes

**Good**

- A total of 956 adult learners were enrolled on a range of full-time and part-time courses at the time of the inspection, mostly in English, mathematics, ESOL and access to higher education courses. There were no employability or community courses offered at the college at the time of the inspection.
- The majority of learners make good progress. Teachers challenge learners skilfully to improve their understanding and check and extend their progress regularly in lessons. Almost all learners enjoy their lessons, are attentive and engage in activities with enthusiasm.
- The majority of teachers plan their teaching effectively to take account of learners' abilities, skills and understanding. Most learners understand fully their learning targets for each lesson and work confidently together. Consequently, the majority of adult learners

complete their courses successfully. However, a minority of teachers do challenge adult learners sufficiently, particularly in their mastery of theory, and do not ensure that all learners make the progress of which they are capable.

- Teachers provide adult learners with good, impartial information, advice and guidance on their progression opportunities. Leaders have designed a broad curriculum that aspires to equip learners with the knowledge and skills required to meet local and regional employers' requirements. For example, access to higher education programmes in engineering and health and social care provide clear pathways into university, apprenticeships or employment. Adult learners on access to higher education courses receive good support in completing personal statements and as a result, a majority of learners progress to their chosen university.
- The majority of adult learners improve their English and mathematical skills. The majority of learners produce high-quality work presentations and projects where they demonstrate good skills in English and mathematics. However, too many fail to achieve A\*–C grades at English and mathematics GCSE. A minority of teachers do not provide feedback swiftly or in sufficient detail to enable learners to understand how they can improve their English skills in their work.

## Apprenticeships

**Good**

- College leaders have ensured that the requirements for apprenticeships are met. Just under a fifth of the college's learners follow apprenticeship programmes; slightly over a half of apprentices are enrolled at level 3. The large majority work in engineering, health and social care, business administration, construction, and retail and commercial services.
- Leaders have responded effectively to ensure that apprenticeship provision meets the needs of employers, and local and regional skills shortages in key sector areas. Highly skilled assessors use their very effective working partnerships with employers to ensure that apprentices make good progress and a majority of apprentices complete their programmes within the expected timescale. They work well with employers to provide very effective pastoral support to apprentices that ensures that they make valuable contributions to employers' businesses.
- Assessors and teachers have high levels of knowledge and expertise and provide good practical training and assessment. Almost all assessors update their industry skills and knowledge through undertaking work in their respective sectors. For example, dental nurse assessors conduct locum work to maintain their professional practice status. In the majority of theory and practical lessons, teachers relate teaching and learning and industrial techniques well to the apprentices' industry experience at work. However, a minority of theory teaching activities are mundane and apprentices lose interest and focus. Consequently, a minority of apprentices do not improve their understanding of theory sufficiently.
- Almost all employers participate enthusiastically in the planning of the apprenticeship programmes; they support effectively apprentices with their selection of optional units to meet the needs of their industry and their career aspirations. However, a very few employers are not involved sufficiently in progress monitoring and target-setting and as a

result, this inhibits apprentices' progress.

- Most assessor visits to workplaces are frequent, planned thoroughly and well managed. Assessment is mostly accurate and apprentices receive precise verbal and written guidance on how to improve their work further. Apprentices take notes of the feedback, which often provides helpful coaching tips and clear recordings of progress that they refer to on the next visit. However, a few assessors do not provide apprentices with sufficiently developmental written feedback and this limits the progress a minority of apprentices make.
- The large majority of apprentices develop high levels of technical skills quickly and make good progress in their practical skills development. For example, dental nurses work closely and effectively alongside dental surgeons to support complex dental work; the care and consideration they provide to patients and their understanding of hygiene are exceptional.
- Most apprentices improve their confidence in their workplaces and take pride in their work. They develop in their job role well and make valuable contributions to their employers. For example, a business administration apprentice working as a receptionist has taken full responsibility for the operation of reception and the organising of colleagues' work within weeks of joining the company. In a minority of subjects, apprentices gain promotion to more responsible roles before completing their programmes.
- Apprentices prepare well for their progress review meetings and this helps them to make good progress. The large majority of assessors successfully enable apprentices to set their own progress targets, based on insightful reflective practices. On early years and hairdressing programmes, apprentices evaluate their knowledge and skills effectively and identify accurately the skills they need to improve further.
- The majority of apprentices improve their English and mathematical skills well. The majority of assessors and teachers enable their apprentices to understand fully the relevance of these essential skills in their everyday work. For example, engineering and construction apprentices utilise accurately design specifications to diagnose problems effectively and plan their work accurately. However, assessors and teachers in engineering and construction do not routinely provide apprentices with sufficient guidance on how to improve their technical report writing.
- Teachers and assessors enable apprentices to develop a good understanding of equality and diversity. Through teachers' effective promotion of the needs of the communities they serve, they acquire a good understanding of working with a broad and diverse range of clients.
  
- Too few apprentices have a sufficient understanding of British values and the potential risks posed by extremism. A comprehensive induction provides guidance on the importance of British values, but further promotion throughout the apprentices' programmes is limited. A small minority of apprentices who work in aviation, defence and the oil and gas industries are not sufficiently aware of the potential for extremist threats

and acts in these industries.

## Provision for learners with high needs

## Outstanding

- Around 218 learners with high needs attend the college. A total of 156 of these study on discrete programmes and 51 attend mainstream courses. The remainder are working towards improving their English and mathematics GCSE grades, with a few studying A-level courses.
- Leaders have ensured that the college offers an exceptionally broad range of courses and opportunities for learners with high needs, with a range of specialist courses to meet their diverse and complex needs. Learners enjoy challenging activities, topics and learning that prepare them extremely well for independent living and progression to further study or supported employment. Outstanding, high-quality specialist resources and accommodation support learners who have autism spectrum disorder and profound and multiple learning disabilities (PMLD) very well, enabling them to make excellent progress.
- Impartial information, advice and guidance events and activities to enable learners to make the transition successfully from school to college are exemplary. Learners benefit greatly from arrangements, including visits and taster sessions to enable them and their parents and carers to select the most appropriate course of study and to understand fully the next steps in their education. Learners gain huge benefit from individual guidance throughout their courses, which further supports them in planning effectively their routes into supported employment or further study at a higher level.
- The processes for determining learners' starting points and prior attainment are very thorough and establish accurately learners' abilities and support needs. Detailed and individualised targets set for each learner enable them to develop their independent living and social skills and practical skills to a very high standard. Teachers' effective use of challenging target-setting with their learners motivates almost all learners to work hard to achieve them. Regular, timely reviews and the constant updating of targets challenge learners to make sustained and continuous progress.
- Teachers are very enthusiastic, and have specialist expertise and a thorough understanding of learners' difficulties and/or disabilities. They have very high expectations of learners and plan and execute sessions thoroughly, taking into account learners' personal care and therapy requirements while organising a wide range of interesting activities. Learners develop their independent, life and employability skills extremely effectively. Teachers and support assistants deploy a wide range of resources and adaptive technologies innovatively to support learners to overcome their individual barriers to progress, become more independent and achieve their learning goals.
- An experienced and highly trained team of support staff work collaboratively to provide learners with exemplary tailored support within their lessons, during their social time within college and while attending their supported employment placements. They ensure that learners receive their therapeutic, medical and personal care in an integrated manner so as not to disrupt their learning. Staff manage skilfully those learners demonstrating

challenging behaviour and support them to develop a better understanding of expected standards, particularly in relation to working in teams and in employment.

- Learners gain and practise their work-related skills exceptionally well. They enjoy and participate in a wide range of well-considered structured activities to help them develop their communication, decision-making and employability skills. They play an active role in the college through enterprise activities such as operating the college shop and providing a vegetable delivery service, along with suggested recipes, to staff at the college. The large majority of learners progress to highly effective supported internships in the local hospital, a large public services company and their local communities. Through extensive mentoring and support, learners gain valuable skills that help them secure paid employment.
- Teachers integrate learners with high needs onto vocational and A-level provision very well and most make good progress and achieve their intended outcomes. Highly considered and comprehensive learner profiles identify clearly what types of support are most effective for each individual learner. Tutors and support staff work very well together to support learners to make progress and develop their independence, while working towards completing their programmes.
- Learners develop their English skills well within their learning activities. For example, learners working in the college shop improve their communication and reading skills when they advise and help customers. They research and provide recipes to complement their sales of fruit and vegetables. Teachers use questioning techniques very well to help learners to think deeply, process their thoughts and emotions, and develop their communication skills adeptly. Learners taking up employment-related programmes improve and practise their mathematical skills effectively through a broad range of practical activities including banking, cash-till work and profit and loss calculations. All learners improve their understanding of time keeping and its importance for life and work extremely well.

## Provider details

Unique reference number	130764
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	6,880
Principal	Corrienne Peasgood
Telephone number	01603 773311
Website	<a href="http://www.ccn.ac.uk">www.ccn.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	700	501	1,037	253	1,936	386	7	14
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	240	163	119	345	1	235		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	1							
Number of learners for which the provider receives high-needs funding	218							
Funding received from	Education Funding Agency Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors	None							

## Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

### Inspection team

Steve Hunsley, lead inspector	Her Majesty's Inspector
Judy Lye-Forster	Her Majesty's Inspector
Stephen Masterson	Ofsted Inspector
Tricia Collis	Ofsted Inspector
Mary Aslett	Ofsted Inspector
Barbara Hughes	Ofsted Inspector
Martin Bennett	Ofsted Inspector
Jane Hughes	Her Majesty's Inspector
Ralph Brompton	Ofsted Inspector
Shane Langthorne	Her Majesty's Inspector



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