University of Derby

Higher education institution

Inspection dates	27–30 September 2016

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

Overall effectiveness at previous inspection	Good

Summary of key findings

This is a provider that requires improvement

- Achievement rates in English and mathematics are too low.
- Achievement rates for students aged 16 to 18 on levels 1 and 2 provision are low.
- Students' target setting and progress monitoring are underdeveloped and so too many are unaware of their aims and progress.
- Too many students do not experience enough challenge in lessons to inspire them to attain at high levels and so do not make good progress.

- Too much teaching takes insufficient account of the needs of students in lessons, occasionally resulting in disruptive behaviour that hinders learning.
- Integrated management information and students' progress tracking systems are not yet in place and so staff do not make the best use of data about students and their progress.
- While senior managers have made many improvements, they are yet to be implemented fully by staff at all levels to improve teaching, learning and assessment sufficiently.

The provider has the following strengths

- Good apprenticeship provision which results in increasing and high achievement rates.
- High achievement rates for students aged 16 to 18 on level 3 provision.
- Managers and governors have a very clear understanding of the provision because of accurate and self-critical self-assessment.

- Good support which enables at-risk students to succeed and helps students who have learning difficulties and/or disabilities to make good progress in their discrete provision.
- Performance management of teachers, based on the outcomes of improved lesson observations, is effective in improving classroom practice.

Full report

Information about the provider

- The University of Derby's Buxton College merged with Leek College in August 2012 to form Buxton and Leek College. The college has main sites in Buxton and Leek, approximately 13 miles apart and surrounded by rural communities. A significant proportion of full-time adult provision is based at the university's main Derby campus. Vocational courses are offered in all subject areas other than land-based provision. Most classroom-based students are from Derbyshire and Staffordshire. Apprenticeships are available in seven sector subject areas, of which engineering and manufacturing technologies, business administration and law, health, public services and care are the largest. This provision includes delivery through subcontractors based mostly in the Midlands.
- In Derbyshire and Staffordshire, unemployment rates are lower than those found nationally and the proportion of pupils aged 16 achieving five or more GCSEs at grades A* to C is similar to national rates. The proportion of students from minority ethnic groups in the provider is low, as it is in the catchment area.

What does the provider need to do to improve further?

- Improve the management and delivery of the discrete English and mathematics provision so that students study at the most appropriate level early in their course and that learning is related to their chosen vocational area whenever feasible.
- Implement consistently good target-setting and progress-monitoring processes that enable all staff to agree individual and constructive targets with their students and then monitor students' progress against these targets frequently and rigorously.
- Encourage teachers and learning support assistants to involve students in more demanding learning activities that motivate them to aspire to higher levels of learning and attainment.
- Enable teachers to implement learning activities that match the good knowledge they have about students' abilities and needs, so that students are engaged fully and do not disrupt learning because they find the work too difficult or too easy.
- Ensure that all teachers and managers have access to, and are empowered to use, management information and student tracking systems consistently and effectively across all sites, to monitor management data and students' in-year progress closely.
- Check that all managers are accountable for the effectiveness of the many improvements that senior managers have introduced and that they take action to embed these rigorously and consistently within their areas of responsibility.

Inspection judgements

Effectiveness of leadership and management	Requires improvement

- The effectiveness of leadership and management requires improvement because too many aspects of the provision have declined since the last inspection, when the provider's overall effectiveness was judged good. Managers' actions to improve provision, although successful in certain areas, are yet to have an impact in others. Although managers have improved outcomes on level 3 and on apprenticeship programmes, they have failed to prevent the long-term decrease in outcomes on levels 1 and 2 provision, especially for English and mathematics. They have yet to enable staff to use coherent and integrated systems to monitor performance data and to track students' progress. They are also aware of the need to improve teaching, learning and assessment, including setting students challenging activities and taking account of their differing needs.

- Following the previous inspection, outcomes for students and the quality of provision deteriorated. Leaders carried out an extensive management restructure, as a result of which many of the weaker management and teaching staff left the organisation. Leaders recruited new curriculum leaders and teachers to implement the organisational quality improvement plan. Although improvements are evident, it is too soon to assess the full impact of these appointments.

- Self-assessment is a rigorous process that is realistic and self-critical. Inspectors agreed with its judgements. It includes the views of staff, students and managers but does not incorporate sufficiently the evaluations of the provision by external stakeholders. Leaders and managers, including governors, have a very clear understanding of the strengths and weaknesses of the organisation and action-planning for continued improvement is focused and proportionate. However, it has not yet had an impact on all the identified weaknesses. For example, the recent introduction of revised assessment and diagnostic arrangements for English and mathematics have not been effective. Consequently, students' attendance, motivation and behaviour in these lessons require improvement.

- Senior managers and leaders, including governors, have agreed high expectations for all students and staff. The principal, supported by governors, has set a very clear strategic vision for the organisation, which staff at all levels understand. Staff morale is now good, following the recent period of instability. Teachers and managers receive good support from the senior leadership team and can focus their energies on curriculum and quality, but they acknowledge the continuing need to improve teaching, learning and assessment significantly. These high expectations, for example, have contributed to improved teaching and learning in the discrete provision for students with high needs.

- Performance management of teachers through formal appraisals focuses well on how they should improve their classroom practice. Managers have improved the impact of their lesson observation process which focuses appropriately on students and their learning. Managers use evidence from lesson observations to assess teachers' strengths and areas for development in teaching and assessment accurately. They agree appropriate improvement targets for teachers. The performance management arrangements of the subcontractors who deliver much of the apprenticeship programme lack rigour and challenge.

- Teaching staff are well qualified and experienced. Leaders ensure that teachers receive a comprehensive range of relevant continuous professional development activities to

support their professional practice. Leaders have implemented a particularly well-thought-through management development programme for curriculum leaders, which has helped them to develop good skills in the performance management of teachers to improve quality. It is too soon, however, to assess the long-term impact on curriculum management of this development programme.

■ Leaders are currently reviewing the range of provision thoroughly. They have consulted widely and carried out a comprehensive review of the curriculum, making good use of labour market information drawn from local enterprise partnerships and chambers of commerce. Stakeholders comment very positively on the range and responsiveness of the college's current curriculum. Managers, however, acknowledge that the curriculum does not involve employers sufficiently in curriculum design and that it does not yet focus on potential local markets, such as the creative industries and tourism. They also agree that the provision of meaningful work experience last year was insufficient. This impacts adversely on students' preparation for their next steps.

■ Teachers generally promote equality and diversity well, although they fail to make the most of issues arising in lessons to promote and celebrate diversity. The preparation of students for life in modern Britain varies across the provider. In the best cases, students talk with authority about tolerance and respect and democracy. In other examples, students find it difficult to articulate what they understand by British values. Relationships between staff and students are mutually respectful. Students' behaviour is mostly very good, but minor disruption by a few students in a few lessons spoils learning for their peers who wish to learn.

The governance of the provider

■ Governance arrangements are good. Governors have a wide range of experience and skills to help them carry out their roles effectively.

■ Governors provide appropriate support and challenge to the senior leadership team. They gave full support to managers' improvement actions in 2015/16, following the decline in standards after the last inspection.

■ Governors know the provider's strengths and weaknesses well, due to the good information they receive from senior managers. They have a detailed understanding of, and support for, the strategic mission and the educational role the provider fulfils in the diverse areas that it serves.

Safeguarding

■ The arrangements for safeguarding are effective.

■ Appropriate security clearance practices are in place for all relevant staff and complete records are maintained on a single central register.

■ Staff receive training in safeguarding, the dangers of radicalisation and extremist ideology and the 'Prevent' duty which helps them to recognise early signs of potential risk or harm. They benefit from frequent updates on these topics.

■ Students know how to keep themselves safe from bullying, including cyber bullying, and discrimination and they know who to speak to if they feel unsafe or vulnerable. They are not always able, however, to articulate clearly their understanding of British values or of the risks posed by extremist views and beliefs.

■ The provider deals efficiently with safeguarding referrals. Good links with the police and local authority safeguarding teams increase the safety of students.

Quality of teaching, learning and assessment   Requires improvement

■ Although managers have introduced more rigorous processes which have improved the quality of teaching, learning and assessment, too many students lack challenge in lessons to make the progress of which they are capable. Too many teachers do not deliver learning sufficiently well to meet students' differing needs. This results in a small minority of students being unoccupied and a few students struggling to keep up with the pace of learning. Consequently, not all students make good progress from their starting points, nor do they benefit from good preparation for their next steps.

■ In the less effective lessons, the most able students receive insufficient challenge to help them achieve their potential. Too often teachers fail to ask probing questions in order to support students to reflect and develop evaluative skills. In a few lessons, the management of poor behaviour by a small minority of students, which hinders the progress of their peers who want to learn, is ineffective.

■ The monitoring of students' progress is inconsistent. In the less effective examples, students do not know how well they are progressing or how to improve their performance. In too many lessons, students have targets based on group learning aims or minimum standards of the qualification. In the best cases, students know their targets in detail and understand how well they make progress towards them.

■ Students receive insufficiently detailed written feedback to enable them to know how best to improve, even though teachers' comments are encouraging and reaffirming. Students' spelling and grammatical errors frequently remain uncorrected. In the best examples, however, students benefit from clear feedback that helps them to improve their next assignment.

■ Assessment of learning in lessons is inconsistent. In the less effective examples, students do not have enough time to consolidate previous learning at the start of lessons and teachers' questioning does not check previous understanding fully. In a minority of lessons, however, teachers use a wide range of assessment techniques, including effective peer assessment and confirm the extent of students' understanding very effectively.

■ The promotion of equality and diversity is inconsistent. In a majority of lessons, teachers do not take advantage of opportunities to develop students' understanding of equality and diversity. In a few cases, teachers do not explain the difference between equality and diversity. Students demonstrate high levels of mutual respect. They work well together and benefit from learning with and from their peers.

■ Most students apply themselves well in lessons and enjoy good relations with their teachers. In most lessons, teachers engage and motivate students effectively so that they enjoy and contribute to the session fully. Students work in an environment conducive to learning, in which they feel comfortable to ask questions and make relevant comments.

■ Teachers plan a wide range of student-centred activities using an extensive range of good resources and strategies for learning. They use technology imaginatively to enhance learning, selecting video clips and visual images very effectively so that students' understanding is enhanced.

■ Teachers and support staff provide good support for students in lessons to ensure that they can take a full part. Study skills sessions for study programme students are highly effective. Students, especially those on level 3 courses, make good use of the very good

library and its resources to develop their research and independent learning skills.

■ Teachers are well qualified and most have a wide range of teaching experience. Many also have very appropriate vocational employment experience. They use this expertise very effectively to encourage and inspire learners by relating and applying topics in lessons to the real world of work.

■ Teachers integrate English and mathematics appropriately into vocational lessons. In hospitality and catering lessons, for example, students benefit from frequent and challenging references to the relevance of their mathematical and English skills to employment. Students calculate percentage profits accurately and check menu spellings very carefully.

Personal development, behaviour and welfare	Requires improvement

■ Too many students make insufficient progress with their English and mathematics skills and too few gain functional skills or GCSE high-grade qualifications in these subjects. Attendance at English and mathematics lessons in 2015/16 was very low. Managers have restructured the provision for these key subjects but it is too soon to judge their effectiveness. In the first four weeks of term, students are in mixed ability groups before splitting into functional skills and GCSE sets. Students rightly consider that this is too long and inappropriate because the most able are not challenged and the less able find the work difficult.

■ In a small minority of lessons, disruptive behaviour by a few students prevents their peers from learning. Often disruptions occur when students find tasks too easy and they are not sufficiently challenged. The great majority of students, however, treat each other and their teachers with respect and behave in an exemplary manner.

■ The induction and tutorial systems in 2015/16 were very effective in raising students' awareness of radicalisation, extremism, 'Prevent' and British values. The induction programme for this year lasts six weeks and not all new students are yet aware of 'Prevent' or British values.

■ Most students take pride in their work and are motivated to succeed. They increase their self-confidence because of the very supportive ethos that permeates the college. Support for students takes many forms and is very effective. It enables a large majority of students judged to be at risk of leaving the college or failing their course to achieve their qualifications.

■ Many students gain good employability skills, including collaborative working, independence and respect for others, irrespective of culture, background or status. Most students produce work of an acceptable standard and a minority produce work to high standards that meet industrial requirements. Many students demonstrate high levels of self-confidence and maturity.

■ Careers education, advice and guidance are very effective. Students benefit from access to full-time careers staff and a very wide range of resources and advisers, including those at the university. They are enabled to make very informed choices about their future employment, education or training.

■ Students feel safe and free from bullying, harassment and intolerance. They know who they should contact if they have concerns and they also benefit from their access to independent guidance and support from the University of Derby's student union. The induction and tutorial systems (including the university's monthly tutorials) increase

students' understanding significantly of the potential dangers related to alcohol, drugs, smoking, bullying and cyber bullying. Students work in a supportive and cooperative culture in high-quality learning environments.

Outcomes for learners	Requires improvement

- According to unvalidated college data for 2015/16, the proportion of students aged 16 to 18 who achieved their qualifications decreased for the fourth year in succession and was low, due mainly to decreasing and very low achievement rates in English and mathematics qualifications. If the English and mathematics results are excluded, achievement still decreased on levels 1 and 2 provision. On level 3 courses, which account for the largest number of full-time students, however, achievement rates were high, mostly because of high pass rates.

- Adult achievement rates increased slightly last year and are just above average compared with other general further education providers, mainly because of large numbers of students on the access to higher education course gaining their qualifications. Again, students on level 3 courses were the most successful, whereas on level 2 courses, which account for the greatest number of part-time students, achievement rates are low, because of low pass rates.

- The proportion of apprentices who completed their framework, and did so within the planned timeframe, increased significantly in 2015/16 and was high, especially so at advanced level. This is mainly due to the high proportion of a large number of subcontracted apprentices who were successful.

- Students in the art and design, sport and travel and preparation for life and work areas underachieve compared with other providers, whereas those in engineering, retail and commercial and information and communication technology achieve at high rates.

- Male students aged 16–18 underachieve compared with females and the difference has widened over four years. The few students of all ages with a hearing impairment underachieve compared with other students. The achievement rates for children looked after are low, mainly due to their leaving the area. Students receiving free school meals achieve at an average rate. The achievement rates for students with high needs increased significantly last year.

- In the last two years, attendance has been low, mostly because of poor attendance at English and mathematics lessons. Although a rigorous process to determine the destinations of leavers is not yet available, college data indicates that the proportions of leavers in 2015 who were unemployed or unknown were high. Internal progression data shows that the great majority of students progress to higher levels within the college or to external training.

- It has been difficult for managers to know how well students make progress during their courses, because of inconsistent use of underdeveloped systems. Staff used the previous system to monitor students' progress inconsistently. They have received training in how to use a new student progress monitoring system but await its implementation.

- Many students make adequate progress during their lessons. Students on access to higher education and in discrete provision for those who merit high needs funding make good progress. In most theory lessons, students and apprentices produce work of an acceptable standard. In practical sessions, many work to high standards and a few reach industry requirements. In the great majority of cases, students enjoy their learning and

college life.

Types of provision

16 to 19 study programmes	Requires improvement

- The provider delivers study programmes on two main campuses to approximately 860 full-time students on both vocational and academic courses, covering a range of subjects from entry level to level 3 across most sector subject areas apart from land-based. Study programmes constitute the largest of the four types of provision inspected.

- The quality of teaching, learning and assessment varies considerably. In the less effective lessons at levels 1 and 2, learning does not meet students' needs sufficiently. Learning and assessment activities fail to challenge the most able students, or are pitched too high for less-able students. Consequently, too many students do not make good progress and do not achieve well. In the best lessons at level 3, learning is both challenging and engaging and students make good progress and achieve well.

- Target setting is inconsistent. In most cases, teachers do not set specific, realistic or challenging short-term targets. Consequently, too many students do not know the steps that they need to take in order to improve. Target setting at level 3 is of high quality and most students are aware of their long-term targets.

- The proportion of students who achieve their English and mathematics qualifications is too low. Teachers do not use initial assessment information effectively to deliver learning that meets students' needs. In many lessons, students complete the same tasks over the same period of time, regardless of their ability. This leads to frustration and minor disruption. Attendance at these lessons is low and most students make insufficient progress.

- Too few students in 2015/16 benefited from meaningful external work experience to develop their employability skills. This year, managers have increased the numbers of students who are due to take part in work placements significantly. Students benefit from the wider aspects of their study programmes, including participation in interview practice, careers fairs and enrichment activities.

- Most students receive good careers guidance to prepare them for their next steps into a higher level of study or employment. Students on hair, beauty, catering and construction courses develop a wide range of good technical and professional skills that prepare them well for progression into further study and employment. For example, joinery students produce a range of complex woodworking joints to industry standard, and beauty students provide a range of complex manicure techniques for the public.

- In many vocational lessons, students benefit from regular opportunities to develop their English and mathematical skills. For example, joinery students calculate measurements for cutting timber, and beauty students develop their understanding of technical vocabulary.

- The behaviour and attitude to learning of the large majority of students are positive. Students demonstrate high levels of respect for their peers. They develop good personal, social and employability skills.

- Safeguarding is effective. All students have a clear understanding of safeguarding procedures and they know what to do if they have any concerns about their safety and

well-being, whether from inside or outside the college environment.

Adult learning programmes	Requires improvement

- Approximately 350 students are enrolled on full-time and part-time courses and most are on level 3 programmes, including a large number on access to higher education courses. Other students combine with younger students on full-time vocational courses.

- Adult students studying at levels 1 and 2, including those taking English and mathematics qualifications, do not make good progress and achievement rates are low. A high proportion of students on access to higher education courses and other level 3 vocational courses make good progress and achieve their qualifications. A large proportion of access to higher education students progress to higher education. Students on level 3 courses produce work of a high standard.

- The quality of teaching and its impact on learning are not consistently good. While students generally enjoy their lessons, and value the progress that they are making, many receive insufficient challenge in their learning to raise the standard of their work and to make the progress expected of them.

- Most teachers use a variety of methods and a range of learning activities, and students like the different ways in which they learn. Teachers deliver too many lessons, however, which fail to meet the varying abilities of students. Teachers often rush from one topic or activity to another too quickly, so that students do not have enough time for reflection or consolidation of the key points of learning.

- The great majority of students receive good advice and guidance. Many students develop wider employability skills, engaging very well in activities such as the college's 'Dragons Den' initiative that helps them to practise their entrepreneurial capabilities. The provision meets students' needs and those of local employers well.

- The large majority of students make good progress in developing their personal and social skills. They grow in confidence, motivation and self-discipline. Teachers rarely integrate a specific understanding of British values into lessons, even when appropriate to do so, but students are aware of the importance of courtesy, consideration and respect for other people's views.

- The development of students' knowledge and understanding of English and mathematics, and how these subjects relate to their wider studies, varies considerably. The formal teaching of mathematics, for example, does not engage all students sufficiently and this affects the development of their wider employment skills adversely. Students are much more enthusiastic when teachers help them to understand how mathematical concepts are applied in a vocational context, such as the measurement of perspective in sculpture assignments or the calculation of angles when cutting hair.

- Students feel safe. They have a satisfactory knowledge and understanding of safeguarding matters, although they are not yet fully aware of the dangers posed by extremism and radicalisation. They adhere strictly to health and safety requirements when undertaking practical work in their vocational settings.

Apprenticeships — Good

- The provider has approximately 550 apprentices, of whom about 310 are with four subcontractors. Almost half are on intermediate level provision, with the remainder split fairly evenly between advanced and higher levels. Approximately 360 apprentices are adults. Delivery is across a wide range of subject areas.

- The number of apprentices increased in 2015/16, as did achievement rates, which are high. This is mainly due to high achievement rates among the large number of subcontracted apprentices.

- Managers plan the curriculum well to meet the requirements of apprentices and local and regional employers. They ensure that the provision meets apprenticeship requirements. The vast majority of apprentices are well aware of their next steps. Managers, however, do not monitor their destinations fully.

- Assessors and tutors have good vocational knowledge and experience that they use effectively to link theory to workplace practice. This aids apprentices' skills development and their understanding of the application of their practical skills to the workplace. For example, assistant practitioners in the care area link the annotation in their logbooks to the skills required for accurate record-keeping in the sector very effectively.

- Apprentices value the support they receive from assessors, who are readily accessible between visits. Employers receive useful information about apprentices' progress and links with employers continue to improve.

- In the majority of lessons, questioning to check understanding is effective and this develops apprentices' problem-solving skills very well. Verbal feedback is clear and constructive and aids apprentices' understanding and progress. Written feedback, however, does not always help apprentices improve their next assignment. The correction of spelling, grammar, punctuation and inappropriate language is insufficient.

- Most current apprentices are on track to complete their qualifications. Apprentices do not benefit, however, from working to precise and demanding targets. Consequently, they do not make rapid progress to attain higher standards in the development of their English, mathematics and information and communication technology skills.

- Managers are increasingly responsive to employers' needs. In the motor vehicle area, for example, managers have resolved concerns rapidly and increased investment in resources to ensure that industrial standards are in place.

- Apprentices behave well and enjoy their learning. They grow in confidence and contribute well as valued members in their workplaces. The majority of apprentices attend well, but teachers do not challenge poor punctuality sufficiently.

- Apprentices' understanding of equality and diversity is variable. In the best examples, apprentices are very aware of cross-college equality and diversity activities, and staff share such themes well with subcontractors. In the less effective lessons, references to equality and diversity lack depth and application.

- Induction covers bullying, harassment, safeguarding and health and safety effectively. Apprentices have an understanding of radicalisation, extremism, 'Prevent' and British values, albeit at a basic level. Apprentices feel safe in their learning environment and at work and they know who to contact should they have concerns.

Provision for learners with high needs — Requires improvement

- The provider currently has 53 students receiving high-needs funding, of whom 38 are on discrete learning programmes, including employability and personal development, with the remainder on mainstream vocational courses. Less than one third of students have local authority education, health and care plans. Managers use these plans and other information to plan support well for the majority. They use high needs funding appropriately to meet students' diverse needs.

- The opportunities for students to progress to employment-based training, work and further study are insufficient. Supported internship opportunities are imminent but not yet available. Too few students progress to mainstream provision, secure employment or traineeships. However, achievement rates increased significantly last year.

- The recording of students' progress and achievement to capture all aspects of their development is not yet fully in place. Target setting is not sufficiently clear, nor is students' progress against targets sufficiently measurable. Teachers know their students very well, but do not use the wealth of early-assessment information to help students understand the small steps they need to take to develop their independence and employability skills.

- In mainstream provision, the support for students who have learning disabilities and/or difficulties does not meet their needs fully. Teachers do not deliver learning in conjunction with learning support assistants effectively. Occasionally, students are overly dependent on assistants and do not continue working when a support assistant moves away to support another student.

- For the majority of students in the discrete provision, skilful, well-qualified and experienced teachers support students very well. Staff are dedicated and knowledgeable about specific, and sometimes complex, learning difficulties and/or disabilities. Because of the high levels of support they receive, students develop their confidence and independence, enjoy their lessons and make good progress. Their understanding of safeguarding is good and students talk confidently about how to keep safe online.

- The large majority of students have a good range of opportunities to develop their independence, improve their communication skills and make relevant personal choices and decisions. They make good use of the well-equipped flats at Buxton and Leek, in which they practise independent living skills and then apply them at home.

- Students benefit from work experience opportunities to extend their skills through liaison with a wide range of employers. They work in an enterprise joinery shop to produce a range of items, including picnic benches and planters, which are sold to local businesses and customers. While at this centre, students also develop their English, mathematics and information technology skills effectively.

- Managers and staff involve parents and carers very well to support students' learning and progress. At transition from school, staff use parents' and carers' knowledge to determine the most appropriate support required. This enables staff to have a greater understanding of students' long-term goals and parental expectations. Staff work alongside parents and carers very effectively to overcome any barriers to students' learning.

Provider details

Unique reference number	133811
Type of provider	Higher education institution
Age range of learners	16+
Approximate number of all learners over the previous full contract year	3,330
Principal/CEO	Mr Len Tildsley
Telephone number	01332 590500
Website	www.derby.ac.uk/

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	110	48	313	221	485	396	1	40

Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher	
	16–18	19+	16–18	19+	16–18	19+
	98	169	64	72	20	126

Number of traineeships	16–19	19+	Total
	5	2	7

Number of learners aged 14 to 16	-
Number of learners for which the provider receives high-needs funding	53
Funding received from:	Education Funding Agency and Skills Funding Agency
At the time of inspection, the provider contracts with the following main subcontractors:	■ Babington Business College Limited ■ Expressions Academy of Performing Arts Limited ■ Mineral Products Qualifications Council ■ Momentum Recruitment Limited ■ North Staffordshire Engineering Group Training Association Limited ■ SHL Training Solutions Limited

Information about this inspection

The inspection team was assisted by the assistant principal, quality and performance management, 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 and online questionnaires to gather the views of students 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

Shaun Dillon, lead inspector	Her Majesty's Inspector
Jai Sharda	Her Majesty's Inspector
Nicholas Sanders	Ofsted Inspector
Jean Webb	Ofsted Inspector
Neil Clark	Ofsted Inspector
Bev Cross	Ofsted Inspector

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.