

# ShIPLEY College

## Inspection report

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**Unique reference number:** 130534

**Name of lead inspector:** Heather Barnett HMI

**Last day of inspection:** 1 October 2010

**Type of provider:** General Further Education college

**Address:** Exhibition Road  
ShIPLEY  
West Yorkshire  
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## Information about the provider

1. Shipley College is a small general further education college four miles to the north of Bradford in West Yorkshire. The main buildings of the college are situated in a world heritage site in the centre of Shipley. The college also provides courses in community venues and at employers' premises. Courses in 12 sector subject areas are offered by the college. The largest areas are preparation for life and work; health, public services and care; and arts, media and publishing. Courses are offered from entry level to advanced level with the highest proportion of learners on courses at advanced level. The college offers apprenticeships and advanced apprenticeships and Train to Gain provision in a range of subject areas. Courses are also offered to learners aged from 14 to 16.
2. In 2009/10 the majority of full time learners were aged from 16 to 18 and the majority of learners on part time provision were adults. A much higher proportion of learners aged from 16 to 18 were from minority ethnic groups than is found in the local population. Around 18% of adult learners were from minority ethnic groups. The proportions of male and female learners aged from 16 to 18 were similar, there was a higher proportion of female adult learners than males. A much higher proportion of full time learners was in receipt of the education maintenance allowance than is the case nationally. Bradford is one of the largest metropolitan boroughs in the country with high levels of deprivation. In 2009, the percentage of Year 11 learners achieving 5 GCSE grades A\*-C, including English and mathematics, was 41.6%, compared to a national average of 49.8%. This was a significant increase on the local figure for 2008 of 36.9%.
3. A new Principal has been in post since July 2009. The college has restructured its senior management team and made changes at sector management level since then. There have been a great many developments in the curriculum, with the majority of leisure courses for adults changing to full-cost provision from September 2010. The college's mission is 'to deliver high quality education and training that meets the needs of individual learners, communities and businesses in the Bradford District'.
4. The following organisations provide training on behalf of the college:
  - BACS Training
  - Elite Training Academy
  - Trescom Training

<b>Type of provision</b>	<b>Number of enrolled learners in 2009/10</b>
<p><b>Provision for young learners:</b> 14 to 16 year olds</p> <p>Further education (16 to 18 year olds)</p> <p>Foundation learning</p> <p>Including Entry to Employment</p>	<p>67 part-time learners</p> <p>564 full-time learners 276 part-time learners</p> <p>266 full-time learners 65 part-time learners 28 learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>134 full-time learners 1,964 part-time learners</p>
<p><b>Employer provision:</b> Train to Gain Apprenticeships</p>	<p>464 learners 108 apprentices</p>

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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<b>Aspect</b>	<b>Grade</b>
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	2

<b>Subject Areas</b>	<b>Grade</b>
Health, public services and care	3
Arts, media and publishing	3

## Overall effectiveness

- The overall effectiveness of provision is satisfactory. However, it is good for employer-responsive provision. Outcomes for learners are satisfactory overall and good for employer-responsive provision. There is a mixed picture when looking at the achievement of learners at different levels and the college is aware of the need for further improvements. However, targeted areas for improvement showed significant improvements in 2009/10. These included success rates for key skills, essential skills and for learners aged from 16 to 18 on advanced level programmes. The use of data to identify issues has now improved and the progress that learners are currently making is satisfactory. Learners develop high levels of skills. They enjoy their studies and feel safe in the welcoming and supportive college environment.
- Teaching and learning are satisfactory overall and better in some areas. There are improvements but the college is aware of the need to increase the rate of improvement, particularly in areas such as questioning techniques and managing behaviour. Additional learning support is strong. The college has an inclusive curriculum with appropriate progression pathways and good provision for employers. There are strong partnerships with a wide range of groups that lead to benefits for all parties. Care, guidance and support are good, particularly for vulnerable learners, with examples of learners overcoming multiple barriers and making significant progress.

7. Leadership and management are satisfactory with recent changes viewed positively by staff. It is, however, too early to see the impact of many of the changes made. Governance is strong. The promotion of safeguarding is satisfactory. Equality and diversity are promoted strongly, with the college working as a harmonious community. Stakeholder views are used well to help improve provision. Self-assessment is satisfactory and developing. However, further work is needed to ensure it is used more effectively to drive improvements in all areas and the impact of action taken is monitored rigorously.

## Main findings

- Outcomes for learners are satisfactory overall and good in employer-responsive provision. There is a mixed picture in success rates at different levels and the college is aware of the need for further improvements. Success rates on apprenticeships and Train to Gain courses are high, particularly for learners who complete their qualifications within the time allocated. There are minimal variations in the achievement of different groups.
- Learners make the progress expected of them in college and good progress on employer-responsive provision. Learners enjoy their studies and develop skills well to support their economic well-being. There are many examples of learners overcoming significant barriers to learning to succeed and progress.
- Learners say that the college is a welcoming and safe place in which to study. They feel confident that bullying or harassment are not tolerated and that should such incidents be reported they would be dealt with quickly and effectively.
- Employer-responsive provision is good. All aspects of provision have improved significantly over the last few years. Success rates are high, provision is highly effective and leadership and management are good.
- Teaching, learning and assessment are satisfactory. Lessons are well planned with a good range of resources and activities but some teachers' skills in questioning learners are under developed. Support and training are in place to improve the quality of teaching but evidence of impact is not yet clear. Transition arrangements ensure that support is in place quickly for those whose needs are already identified. Initial assessment satisfactorily identifies those learners who need support to improve their literacy and numeracy skills.
- The college curriculum is inclusive and offers progression routes from entry to advanced level. The college is highly responsive to employers' requests for training and is flexible in its delivery. The college has not thoroughly evaluated the enrichment programme but a range of activities and visits are on offer.
- Very strong partnerships with community groups, organisations and providers exist and are making a significant contribution to the regeneration of the area.

Innovative projects are targeting vulnerable groups effectively and helping them back into education, training or employment.

- Care, guidance and support are good. Strong links with external agencies support impartial advice and guidance to learners and facilitate their transition. The support provided enables learners to become more independent. One-to-one tutorials focus well on individual learner progress and pastoral support requirements. Communication with parents, guardians or carers of 16 to 18 year-old learners is not structured or systematic.
- Leadership and management are satisfactory. The Governors and Principal provide clear direction. The drive and ambition at the senior level has yet to be embedded fully at all levels of the college. The management structure has changed very recently. A whole-college culture of accountability is developing as are mechanisms for judging the impact of actions taken.
- Governance is good. There are appropriate structures in place to monitor the performance of the college, and governors are clear about the college's strengths and areas for improvement.
- Arrangements for the promotion of safeguarding are satisfactory. Child protection and health and safety policies have been updated and are in place. Employer-responsive provision strongly promotes health and safety procedures. The governors and staff have received appropriate safeguarding training. Procedures for safeguarding learners are well understood by staff and learners. Learners receive relevant information on e-safety.
- The college's approach to equality and diversity is good. The college is a diverse community and learners report that there is a harmonious culture. There is a single equality scheme and action plan. The performance of different groups of learners is analysed at all levels in the self-assessment report.
- The self-assessment report is mostly accurate in identifying areas for improvement and, for employer engagement work, it is effective in driving improvements. However, some grades in the college self-assessment report are over-stated. Some of the actions taken by the college to improve the outcomes for learners have been successful. However, the actions are not yet consistently successful.

### **What does Shipley College need to do to improve further?**

- Improve those success rates which are below national averages by ensuring that thorough analysis of data leads to detailed action plans, which are rigorously monitored to check their impact.
- Accelerate improvements in the quality of teaching and learning by developing closer and more effective links between lesson observations, professional development and performance management.

- Implement systematic cross-college processes for communicating the progress of learners aged 16 to 18 to their parents, guardians and carers.
- Continue to develop the skills of self-assessment using timely and accurate management information to identify precisely the causes of underperformance and to embed the use of targets more effectively.
- Develop fully the mechanisms for judging the impact of actions to bring about improvements and ensure these are implemented effectively across all areas.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the supportive staff
- the welcoming and friendly atmosphere
- tutorials and tutorial support
- the help they receive to plan for the future
- how their horizons are broadened
- the working environment and facilities
- the approachable manner and high visibility of the Principal.

#### **What learners would like to see improved:**

- ease of travelling between buildings
- sports facilities
- access to resources when classes are delivered off site
- the study centre opening at lunch-time and greater opportunities for quiet study
- the behaviour of others in class which is disrupting their lessons.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- good and supportive communication between the college and the employer
- the well organised provision
- the college being very considerate of their needs
- the good relationship they have with the college
- the flexibility and responsiveness of the provision
- the helpful and supportive college staff.

#### **What employers would like to see improved:**

- links between on- and off-the-job training

- employer forums.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

8. Very new management structures and processes are in place. Staff understand their new roles and responsibilities and middle managers have been supported into their roles through appropriate and regular staff development. However, as these changes are very recent, they have not yet had time to have a positive impact on provision. The college has a variable track record of improvement. It has addressed most of the areas for improvement identified in the last inspection with significant improvements in employer-responsive provision and in success rates targeted in 2009/10. The college is aware that the effectiveness of quality assurance arrangements requires further development.
9. Arrangements for target setting have improved recently. Performance against financial and quality key performance indicators will be judged in performance review meetings throughout the year. Although very new, managers feel that these meetings are focused and they welcome them as they now feel empowered and accountable. Recent improvements to management information reports are supporting this process.
10. Quality assurance arrangements have not improved the provision consistently. Some improvement strategies have been effective and have resulted in improvements to outcomes for learners but this has not always been the case. Targets in quality improvement plans did not always have specific measures and some actions to achieve the targets lacked clarity. Mechanisms for judging the impact and appropriateness of improvement strategies are insufficiently developed. Quality assurance arrangements have been reviewed very recently and there is now a tighter plan of actions for the coming academic year. However, it is too early to see the full impact of these changes in driving improvements. The college has good arrangements to listen and respond to learners and employers and their views are used well to improve provision. Governors monitor performance effectively.

### Outcomes for learners

**Grade 3**

11. Outcomes for learners are satisfactory with a mixed picture so far as success rates are concerned. The overall success rate for learners aged 16 to 18 increased in 2009/10. On advanced level programmes and at entry level, success rates which had been well below the national averages, rose significantly. At the intermediate level success rates which had been high, declined. At foundation level the rate remained below the national average. For adult learners the success rate declined at foundation level and remained relatively static at intermediate and advanced levels, with the foundation level success rate below comparable rates and the intermediate and advanced rates broadly in line with the national average. The college has a clear aim to improve

success rates. It has carried out a detailed analysis of data, which has pinpointed specific courses with low success rates. It is working on developing effective support strategies.

12. Key skills success rates increased significantly in 2009/10 to well above comparable rates. Functional skills success rates also increased markedly. Success rates for 14 to 16 year old learners were high. In employer-responsive provision success rates were generally good and improving, with success rates for learners who complete their qualifications within the time allocated being particularly strong. For apprenticeships, the success rate was 15 percentage points above the national average for 2008/09 and it has continued to improve in 2009/10. For Train to Gain qualifications, success rates were high. The success rate for learners who completed their qualifications within the time allocated in 2008/09 was more than eight percentage points above the national average.
13. In most years there are minimal differences in the achievement rates for male and female learners, for different age groups and for different ethnic groups. However, there was a difference in the success rates for male 16 to 18 year-olds and adult learners in 2009/10, of which the college is aware. Those learners with learning difficulties and/or disabilities and those receiving additional learning support achieved better success rates than their peers. They were around comparable national rates.
14. Learners make the progress expected on their main college programmes. Learners on employer-responsive provision make good progress. There are many examples of individuals overcoming multiple barriers to learning to succeed in their studies. Learners are currently making satisfactory progress in their lessons and the standard of work they produce is at the expected level overall and better on some courses. Learners show good development of skills to support their economic and social well-being, particularly in employer responsive provision, with many examples of learners gaining employment, promotion and increases in earnings. Learners enjoy their studies, behave well, and work effectively together. The attendance of learners is satisfactory on college-based programmes and good in employer-responsive provision.
15. Learners feel the college is a welcoming and safe place in which to study. They are confident that bullying or harassment is not tolerated and that should such incidents be reported they would be dealt with quickly and effectively. Learners can attend an appropriate range of cross-college events on different aspects of healthy living during the year and tutorials include information and activities on health-related issues. The college has recognised that there is limited take-up of exercise-type activities by learners not on sports-related courses and is planning further activities to address this.
16. Curriculum areas, including the employer-responsive provision, organise a wide range of opportunities for learners to interact with community organisations and contribute to local community life. Many learners are involved with the college

community as course representatives. The student council and student affairs committee have been proactive in obtaining changes requested by the learners.

## The quality of provision

## Grade 3

17. Teaching, learning and assessment are satisfactory with pockets of good practice. Teachers use encouragement and praise very effectively to develop learners' confidence and to foster good working relationships in lessons. Planning is good and a wide range of activities and resources are used to engage learners. Learning support assistants are deployed effectively in lessons and work closely with the teachers. An increasing number of teachers are using information and communication technology successfully to augment learning in lessons. Teachers in some areas, such as sport, and travel and tourism, are making good use of the college's virtual learning environment to extend learning outside of lessons and to provide feedback on assignments.
18. Some teachers miss opportunities to question learners to check their understanding, stretch and challenge their thinking and consolidate learning. In many lessons the same few learners answer all the questions and often shout out answers unchecked. In a small but significant minority of lessons, behaviour is not managed effectively; learners are allowed to talk over the teacher and are slow to respond to requests and directions.
19. Teachers are vocationally qualified and the vast majority have an appropriate teaching qualification. The lesson observation system has been strengthened and the college's assessment of the quality of teaching and learning is accurate. Lesson observations are used well to identify training needs and to highlight good practice that is shared through peer observation. A systematic approach to improving teaching has been introduced but it is not bringing about improvements quickly enough. Individual action plans to address weak teaching are not sufficiently robust and targets are not sharp enough. The college has already recognised the need to tighten the links between lesson observations, professional development, and performance management.
20. Assessment is satisfactory. Learners say that the target setting and review process is helping them to learn. Assessment practice in employer-responsive provision is very good and it is developing in other areas. The quality of action planning is still variable. Action points are often vague and not always followed through effectively from review to review. Learners receive sufficient written feedback in order to improve their work and teachers offer valuable informal advice and guidance. Internal and external verification procedures are robust.
21. The college has developed an inclusive curriculum, with progression routes through to higher education, that responds satisfactorily to the needs and interests of learners. The college also works with partners to provide courses for 14 to 16 year-olds and is taking the lead in developing a number of diplomas. The college is very responsive to the needs of employers and they are highly

- satisfied with the quality of training. They praise the college's rapid response to any requests for training and their willingness to look at times and methods of delivery very flexibly. Communication with employers is very effective and employer advisory groups provide opportunities to share information and ideas.
22. There is a satisfactory range of enrichment activities, including sports and clubs. College-wide events, such as enterprise days, subject visits and charity fundraising events, augment enrichment. Learners on work-based programmes have access to enrichment activities and benefit from a range of vocationally-relevant visits that enhance their learning. Evaluation of the enrichment provision is insufficiently developed.
  23. The college's contribution to partnerships is very good and it makes a significant contribution to the social and economic regeneration of the area. Very effective collaboration with schools and the local authority has increased opportunities for learners aged from 14 to 19. Provision for pupils from a local high school has had a very positive impact on achievement and significantly reduced the number of pupils not progressing to education, employment or training. The college works very effectively in partnership to provide bespoke community provision and innovative courses that are re-engaging the unemployed.
  24. Care, guidance and support are good. Learners on all courses benefit from the strong links with external agencies that deliver impartial advice and guidance to prospective learners. The college is proactive in making links with other organisations to facilitate supported transition to college and the successful progression of learners. Appropriate use of visits and profiles of past learners encourage high aspirations in learners and 'Aim Higher' projects have been used effectively to support learners for whom higher education was not an expected progression route.
  25. Additional learning support is effective. Well organised transition arrangements ensure that learners with pre-recognised learning difficulties and/or disabilities are provided with good support very quickly. Initial screening and diagnostic assessments identify learners needing literacy and numeracy support and the majority take up the offer. The involvement of learners with learning difficulties and/or disabilities in the development of their individual support plans is part of the college's effective process of supporting them to become more independent.
  26. The common tutorial system is structured and tailored for different groups of learners. In addition to group tutorials, regular and supportive one-to-one tutorials focus well on individual learner's progress and pastoral support requirements. Communication with parents, guardians and carers of 16 to 18 year-old learners is not systematic or structured. There is contact between subject areas and parents, carers and guardians but this is not systematically organised and progress reports are not provided. Parents, carers and guardians reported they could contact tutors and ask for information when they wished.

## Leadership and management

## Grade 3

27. Leadership and management are satisfactory. The Governors and Principal provide a clear direction for the college. The Principal took up post within the last fourteen months and there have been very recent additions to the senior management team. Drive and ambition found at the senior level has yet to be fully embedded at all levels of the college. The college management structure has also very recently changed and a whole-college culture of accountability is developing. Staff feel that the Principal is very accessible and they welcome the changes made. Meetings are now shorter, sharper and more focused. The college is in the process of developing key performance indicators but is in the very early stages of using these as part of a process to drive improvement.
28. A new strategic plan is being developed for the next three years. Staff at all levels have been involved in this process and understand their role in relation to delivering strategic objectives. The operational plans to deliver these objectives are yet to be developed.
29. Governance is good. Governors are clear about their roles and there are appropriate structures in place to monitor the performance of the college effectively. They are clear about the strengths and areas for improvement and have good links with learners. The arrangements for the appraisal of the Principal and senior post-holders are appropriate. Committee structures have recently been reviewed for effectiveness. Governors fulfil their statutory duty in relation to equality and diversity and safeguarding well. However, as the clerk is also a senior post-holder of the college, the arrangements to mitigate against the risk this presents to the independence of the role needs further consideration.
30. Arrangements for the promotion of safeguarding are satisfactory. While updated child protection and health and safety policies are in place, processes are not clearly articulated. Criminal Records Bureau checks are carried out for all relevant staff, volunteers and others working with children and vulnerable adults. Staff updating with relevant health and safety policies is monitored systematically and any compliance issues followed up. Satisfactory health and safety procedures are in place in curriculum areas and strongly promoted in employer-responsive provision. The governors and staff have received appropriate safeguarding training. Procedures for safeguarding learners are well understood by staff and learners. Learners receive relevant information on e-safety at the beginning of their courses.
31. The college's approach to equality and diversity is good. The college is a diverse community and learners report there is a harmonious culture. When rare incidents of a racist or bullying nature do occur, they are dealt with quickly. Most staff have completed training in equality and diversity. There is a single equality scheme and action plan. The performance of different groups of learners is analysed at all levels in the self-assessment report. There is no significant difference in the performance of different groups of learners with the

exception of white males. The college is taking action to improve these outcomes. Actions to increase the number of apprentices from black and minority ethnic groups have been particularly successful. Thirty per cent of apprentices at the college are from these groups compared to 5% nationally. Equality and diversity are reinforced well in some areas of the curriculum. However, reviews with learners in the workplace do not systematically reinforce equality and diversity.

32. The college has good arrangements to listen and respond to learners. Course representatives are appointed at the start of the year. They are supported to fulfil their role well and meet regularly with college managers. The college has responded quickly to the issues raised by learners. Employers report that the college responds quickly and flexibly to meet their needs.
33. The self-assessment report is mostly accurate in identifying areas for improvement and, for employer-engagement work, it is effective in driving improvements. However, some grades in the self-assessment report are overstated. Some actions for improvement have been effective in improving the outcomes achieved by learners. However, some actions lack the clear identification of specific tasks to achieve an outcome and are not always allocated to individuals. There is limited impact of some actions and therefore there is inconsistency in the college's ability to meet targets identified in the quality improvement plans. The process of self-assessment has been completed too late to drive improvements in past years. There are plans to improve this for the current academic year but it is too early to see the impact. There have been improvements in providing managers with accurate and timely management information and these improvements are being further developed. Participation in staff development is closely monitored and analysed. However, the mechanisms to judge the effectiveness of staff development are insufficiently developed.
34. The college provides adequate value for money. Most staff are appropriately qualified. Almost all staff are qualified teachers and a very small minority are working towards teaching qualifications. Arrangements for appraisal have improved. These now include appropriate actions and measurable outcomes which are reviewed regularly. These actions are linked to those identified in the operational plans.

## Subject areas

### Health, public services and care

**Grade 3**

#### Context

35. Currently there are 287 learners attending courses in health and social care, and child care, learning and development from foundation level to advanced level. Of these, 88 are on employer-responsive programmes taking NVQ at levels 2 and 3. There are 26 men currently on programme.

#### Key findings

- Outcomes for learners on full-time programmes are satisfactory. Success rates have declined on some BTEC programmes and improved on others. Some success rates are at the national average, some are below and some are above. Success rates on employer-responsive programmes are good and most learners complete their qualification well within the allotted time. Current learners are making satisfactory progress.
- Learners make good progress in acquiring and developing a range of vocational and social skills, such as confidence, motivation, communication, independence, concentration, listening and writing. Employers confirm that learners are able to work to a good professional standard. The standard of learners' work in their portfolios is good.
- Teaching and learning are satisfactory, with the better lessons demonstrating a variety of activities which meet learners' needs. In most lessons, learners work hard and enjoy completing the interesting activities to a good standard. Some lessons are insufficiently planned and do not adequately focus on learning outcomes. Teaching on employer-responsive programmes is mostly carried out by assessors who are not appropriately qualified. Some of these lessons are poorly planned and do not support learners fully in developing their skills and knowledge.
- Assessment practices are good. Assessment is planned in detail, theory is linked to practice and a wide range of evidence methods and appropriate workbooks are used to assess knowledge requirements. Assessors are experienced and provide very good support, advice and guidance. Direct observations take place regularly and learners receive developmental written feedback. Learners receive support with evidence collection and their portfolios are well presented.
- Progress reviews are effective, particularly in employer-responsive provision. Learners have clear targets to measure progress and achievement. There are detailed recordings on the review form, comments are developmental, and learners know what they have to do to make progress. There are good opportunities to review learners' skills development and how this can be linked to work placement experience.
- Programmes meet the needs and interests of learners satisfactorily. Learners are recruited and assessed for the appropriate level of programme at induction.

Assessors go out to workplaces to provide coaching sessions and assessments for those on employer-responsive programmes.

- Learners on full-time programmes, or who attend college, have access to a wide range of appropriate and up-to-date resources. Part-time learners and adult learners who attend off-site provision have limited access to resources and learning materials. Some do not feel confident enough to go to college to use the available resources there.
- Employer engagement is good, with the college working well with a wide range of employers. Employers are fully aware of learners' progress and are very satisfied with the performance of, and the communication channels with, the college. The college is responsive to employers' needs and has successfully demonstrated best practice in employer engagement through gaining the Training Quality Standard.
- Care, guidance and support for learners are good. Teachers have a range of current occupational experience and skills and they provide some sensitive support to learners to overcome social and personal barriers to learning. Teachers provide clear information, advice and guidance about opportunities for career development and support learners actively in achieving goals.
- Leadership and management are satisfactory. There are two newly appointed managers in post. Communication between staff, managers and employers is effective and there is sound management of this sector subject area. Staff are provided with support and guidance through regular monthly team meetings. They are given targets which are monitored regularly. However, targets are not sufficiently clear to bring about improvements.
- The promotion and coverage of equality and diversity within the curriculum are satisfactory. Policies and procedures are up-to-date and appropriate to the needs of the organisation. Staff have received appropriate training. Teachers are aware that they need to target the gender imbalance in the sector but have no targets or strategies in place for attracting and recruiting more men.
- Learners feel safe. They know who to contact if they have any concerns. Procedures for safeguarding learners and coverage of safeguarding within the curriculum are satisfactory. All staff have undergone training in safeguarding. Safeguarding is not always checked thoroughly in progress reviews.
- There are appropriate checks on assessors' practices to raise the quality of the provision. Management information is reliable but not always used to inform change. Teachers are not fully aware of their own programme success rates and currently have no formalised strategies or initiatives to raise standards. Self-assessment is inclusive and broadly accurate in recognising the strengths and areas for improvement. However, some judgements are over-generous.

### **What does Shipley College need to do to improve further?**

- Raise success rates for all full-time learners by improving staff analysis and ownership of data and using these to inform detailed action plans.

- Ensure that all assessors who are involved in teaching have, or are working towards, a recognised teaching qualification to enhance learners' experience and success rates. Make sure lessons are clearly focused on meeting the needs of all learners and that tasks and activities are clear and understood.
- Ensure formalised initiatives and strategies are implemented to increase the engagement and recruitment of men into care programmes.
- Continue to develop the self-assessment process to ensure evaluative judgements on the quality of provision are clear and that the associated development plans contain specific and measurable targets.

## Arts, media and publishing

## Grade 3

### Context

36. The college currently has 140 learners on full-time programmes in art and design, and media from foundation level to advanced level. Art and design courses account for 27 of these learners. The majority of learners are aged from 16 to 18. There is a very small media provision for adults in the evening.

### Key findings

- Outcomes for learners are satisfactory. For the last three years pass rates on the BTEC national diploma in art and design are high at 100%. Some adult part-time courses also have high pass rates. Success rates in media courses are low and have declined over the past three years. Retention rates on full-time courses are low. Progression between course levels and to higher education is satisfactory.
- The quality of learners' work is satisfactory. The achievement of high grades on BTEC national diploma courses is around the national average. However, high grades on the BTEC first diploma in media were significantly below the national average in 2009/10. There is limited display of learners' art work around the college buildings. Learners' practical work is successful in the BTEC first diploma media music pathway.
- Learners feel safe and enjoy their learning. They explore creative ways of working individually and in teams, and they develop new skills. Art and media learners improve their employability skills through professional development lessons, detailed research into the arts jobs market, and by participating in a range of community projects and live briefs.
- Teaching and learning are satisfactory. Teachers plan lessons carefully with objectives and expected outcomes made clear to learners. Teachers make good use of previous learners' exemplar work and there is effective use of new technologies in media lessons, with learners confidently using a range of software applications. However, there is ineffective behaviour management in a minority of classes where noise levels become inappropriately high at times and learners are talking over the teacher. Teachers use ineffective questioning techniques in a small proportion of lessons, giving learners too few chances to contribute.
- Internal verification is regular and well organised. Assessment is thorough and in line with awarding body criteria. Feedback to learners is helpful, telling them what they need to do to improve.
- Resources are utilised effectively. The art room is efficiently organised into specialist sections. The improved media resources are well used to benefit learners and there is good access to, and use of, computers in all courses.
- Support for learners is good. Teachers monitor learners' progress closely and targets are set and re-negotiated when appropriate. Learners are clear about

what they need to do to improve. Initial advice and guidance, and induction are valued by learners. Learners feel strongly supported by college staff. Tutorials monitor pastoral issues regularly and learning support assistants in classes work effectively with learners.

- Enrichment opportunities and community links are embedded into the provision. A range of course specific and cross-college enrichment is offered, and creative learners participate in varied activities within the community and with employers. Learner surveys show that enrichment opportunities are not taken up by all learners.
- Leadership and management are satisfactory. The self-assessment report broadly identifies key strengths and areas for improvement. The new Principal and heads of sector are viewed very positively by the staff who are highly motivated to work positively with them to improve performance.
- Safeguarding arrangements are appropriate. Good signage around the college and in the classrooms raises awareness of safe learning. Learners feel safe and know where to go should problems arise. Staff have had relevant safeguarding training.
- There are low numbers on art and design courses. For the last three years, no more than 10 learners have been enrolled on the BTEC national diploma in art and design and fewer on the first diploma.
- Staff actively promote cultural diversity through the curriculum. Projects and competitions encourage learners to be aware of equality and diversity by working through design briefs prompting wider research.

### **What does Shipley College need to do to improve further?**

- Improve success rates for learners by further evaluating the provision and planning for improvement. Analyse data on learners' achievement and retention rates more rigorously, including the success rates of different groups of learners.
- Improve the quality of teaching and learning by considering how teachers can challenge poor behaviour and by setting appropriate ground rules at an early stage. Ensure good practice is shared by way of continuous professional development sessions and by using good practice from other staff to improve questioning techniques.
- Review the art and design provision in relation to potential increases in learner numbers. Review other provision within the locality and focus the college curriculum or specialisms on courses and subjects that will be most attractive to learners.
- Extend the opportunities and locations for celebrating learners' art work by regular and permanent displays. Ensure that art work is visible around the college buildings, particularly in locations used by the general public and employers.

## Information about the inspection

37. Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's Assistant Principal as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
38. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

**Record of Main Findings (RMF)**

**Shipley College**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>					
Full-time learners	743	0	647	96	0
Part-time learners	967	58	99	556	254
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>Capacity to improve</b>	3				
<b>Outcomes for learners</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	3				
<i>How well do learners make a positive contribution to the community?*</i>	2				
<b>Quality of provision</b>	<b>3</b>				
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	3				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
<b>Leadership and management</b>	<b>3</b>				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3				
How effectively does the provider promote the safeguarding of learners?	3				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

\*where applicable to the type of provision

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