

# Quality and Standards in Post-16 Education and Training in Wales

## A Report on the Quality of Further Education

in

**Gorseinon College**

**March 2007**

by

**Estyn, Her Majesty's Inspectorate for Education and  
Training in Wales**



**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of Jobcentre plus.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (English to Welsh)**

**© Crown Copyright 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

## Introduction

Gorseinon College was inspected as part of a six-year (2004–2010) national programme of inspections of all post-16 providers in Wales. The purpose of the programme is to identify good features and shortcomings in order that the college may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of further education.

All inspections conducted under the arrangements apply the following principles:

- the use of a common framework which is common to all sectors of education and training in Wales;
- an emphasis on the college's evaluation of its work;
- the involvement of a provider nominee who worked with the inspection team; and
- the inspection of a sample of provision.

The inspection took place from 5 to 15 March 2007. A team led by Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by, the Welsh Assembly Government, undertook the inspection. The team included peer assessors released from other further education providers in Wales.

The team was required to report on standards achieved by learners, the quality of education and training provided, the quality of leadership and management and to judge if the college provides value for money.

### Grade descriptions

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

The Learning and Skills Act 2000 requires the college to prepare a written statement of the action that they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.

<b>Contents</b>	<b>Page</b>
<b>Context</b>	<b>1</b>
<b>Summary</b>	<b>2</b>
<b>Recommendations</b>	<b>5</b>
<b>Standards</b>	<b>6</b>
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	<b>8</b>
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key Question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	<b>15</b>
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
<b>Standards achieved by learners in learning areas inspected</b>	<b>21</b>
01 Health, Public Services and Care	21
08a Leisure, Travel and Tourism	22
14a Independent Living Skills	24
<b>Provider's response to the report findings</b>	<b>26</b>
<b>Appendix 1</b> The evidence base of the inspection	
<b>Appendix 2</b> The inspection team	

## Context

### The nature of the provider

- 1 Gorseinon College is located in the west of the City and County of Swansea. The main college campus is in Gorseinon where it delivers most of its further education programmes. It has a smaller site in Gorseinon where it delivers motor vehicle studies and work-based learning programmes. The college also has two small community centres in Gorseinon and Pontarddulais.
- 2 The college has two local partner schools; however it recruits from a wide geographical area. Full-time learners from about 50 different secondary schools currently attend the college. In 2006-2007 the college enrolled 1,780 full-time learners, almost all of whom were between the ages of 16 and 19. In the same period the college had 1,917 part-time learners, all of whom were over 19 years of age. The college draws over three-quarters of its full-time learners from the City and County of Swansea, with about one fifth of full-time learners coming from Carmarthenshire and Neath Port Talbot.
- 3 The college offers further education provision in 12 learning areas. Most of the further education courses that it delivers are at levels 2 and 3. About two-thirds of the full-time learners currently enrolled in the college are studying AS and A level subjects. Over the last few years the college has significantly increased the vocational, work-based and community elements of its provision.
- 4 The college's mission is 'to continue as a leading provider of the highest quality education and training'. It places learners at the centre of its planning and development, and the delivery of its services. It has identified five strategic priorities that support its mission. These focus on financial management, collaborative partnerships, standards of teaching, learning and support, learner resources and human resources.

## Summary

- 5 The profile of inspection grades awarded to the college is outstanding. All of the grades awarded for the Key Questions 1 to 7 have improved or remained at the same outstanding level compared to the last inspection in 2002. All learning areas inspected are outstanding. Learners complete and attain their qualifications at a very high rate. The quality of education and training, and leadership and management are outstanding. The college provides outstanding value for money.

### Table of grades awarded

- 6 The inspection team judged the college's work as follows:

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

- 7 The standards achieved in each of the learning areas inspected are as follows:

Learning area	Inspection grade
01 Health, Public Services and Care	1
08a Leisure, Travel and Tourism	1
14a Independent Living Skills	1

### Standards

- 8 All learners achieve high standards. Nearly all learners complete their courses and attain their qualifications. Learners' attainment of key skills is either good or very good.
- 9 All learners make very good progress. Overall in Health, Public Services and Care and Leisure, Travel and Tourism, 66% of learners progress to higher education. This is well above the percentage of learners in Welsh further education colleges who progress to higher education. Many level 3 learners in Health, Public Services and Care enter employment or training related to their course. Nearly all level 2 learners in Health, Public Services and Care progress to level 3 courses. In Independent

Living Skills learners make very good progress over time. Over a third of these learners move on to work placements.

- 10 All learners work well and take ownership of their learning. They negotiate their improvement targets with teachers and monitor their own progress. Almost all learners meet the targets they set for themselves and they match the high expectations set by teachers.
- 11 All learners are well motivated and enthusiastic. They are interested in their work and develop a good knowledge and understanding of the subjects that they study.

### **The quality of education and training**

- 12 The quality of teaching, training and assessment overall is outstanding. All teachers plan and structure their sessions well and engage learners effectively in their work. All teachers provide learners with a range of learning experiences which effectively develop their knowledge and understanding of key concepts and principles of their subjects and vocational areas. Teachers have high expectations of learners. Teachers plan assessments regularly and well. They review and assess learners' progress regularly. They give learners thorough and helpful written and oral feedback on tasks and assignments to help them to improve.
- 13 The college offers a wide curriculum choice. Almost all full-time learners take a wide range of key skills courses. Many learners take part in the college's excellent range of additional activities and community events that enrich their learning. The college has excellent partnerships. It collaborates very well with a wide range of organisations to support local community regeneration and to broaden learning opportunities. It offers good Welsh language and entrepreneurship opportunities.
- 14 The college cares for, guides and supports learners very well. It has a strong ethos which values and supports learners. The college has a comprehensive range of learner support mechanisms. Learners are involved fully in making decisions in the college. They attend college planning days and take part in a number of college working groups. The peer-mentoring scheme for learners and the support the college offers to potential Oxbridge learners are outstanding.

### **The quality of leadership and management**

- 15 The principal and the executive management of the college give very good leadership. They have established a college culture and ethos that clearly put the standards achieved by learners, and the quality of learners' experiences at the centre of all their work. The college has an effective institutional planning process which is comprehensive and inclusive. Strong and effective governance of the college has helped to improve the college's financial situation whilst maintaining and promoting learners' high achievement.
- 16 The college system to assure and develop quality is comprehensive and rigorous. All governors, leaders and managers, teachers and learners are involved in the quality monitoring processes. The college uses a range of data very well to measure and improve its performance. Improving learners' standards, the quality of teaching and

learner support services are central to the college's quality improvement strategy. The college supports staff very well to improve their practice.

- 17 The college provides outstanding value for money. The college has achieved grade 1 for all the learning areas inspected. Overall, the college manages its resources well. Resource management is linked very effectively to strategic aims. Managers make very good use of a range of external funding sources to support learners' experiences.

## Recommendations

- 18 In order to improve, the staff and governing body need to:
- R1 improve student work areas and recreation areas in line with the estate strategy;
  - R2 set clear targets to promote and improve further the management of sustainable development, and sustainable development in the curriculum;
  - R3 expand opportunities for learners to use and develop Welsh;
  - R4 share best practice in teaching and assessment to ensure excellence across the college; and
  - R5 evaluate all aspects of the performance management system to make sure that it is fully effective.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

- 19 The findings of the inspection team match the judgements made by the college in its self-evaluation report. The inspection grades awarded to the three learning areas inspected are the same as those in the self-evaluation report.
- 20 In all classes learners' achievement and attainment are either very good or good. In nearly two-thirds of the classes, learners' achievement and attainment are outstanding. In the remaining one-third of classes observed, learners' achievement and attainment are good.

Learners' standards of achievement				
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
64%	36%	0%	0%	0%

- 21 The standards achieved in each of the learning areas inspected are as follows:

Learning area	Inspection grade
01 Health, Public Services and Care	1
08a Leisure, Travel and Tourism	1
14a Independent Living Skills	1

- 22 Standards in Health, Public Services and Care, Leisure, Travel and Tourism and Independent Living Skills are outstanding. Nearly all learners who start on courses complete them and attain their qualifications. Learners' attainment of key skills is either good or very good.
- 23 In Health, Public Services and Care the rate at which learners complete their courses is outstanding and well above that in other colleges in Wales. The rate at which learners attain their qualifications is also outstanding. Almost all learners who complete their courses attain their qualification. All learners attain the key skills qualifications that they study.
- 24 In Leisure, Travel and Tourism the rate at which learners' complete their courses is very high and well above those in other colleges in Wales. Learners' attainment rates are outstanding. Almost all learners attain their qualifications. All learners who study key skills attain the key skills qualifications. The attainment of most learners compares very well with their previous achievement.
- 25 In Independent Living Skills learners' attainment and completion rates are outstanding. All learners complete their courses. All learners attain their qualification targets.

- 26 All learners make very good progress overall. Often the distance travelled by learners is considerable. Eighty per cent of learners in Leisure, Travel and Tourism progress to higher education. Fifty two per cent of learners in Health, Public Services and Care progress to higher education. Many learners in Health, Public Services and Care enter employment or training related to their course, for example the uniformed services or nursery nursing. Nearly all level 2 learners in Health, Public Services and Care progress to level 3 courses. In Independent Living Skills, learners make very good progress over time. Over one-third of them move on to work placements, while the remainder continue to study a wider range of college courses.
- 27 All learners are encouraged to take ownership of their learning. They negotiate improvement targets with their teachers and monitor their own progress. Almost all learners meet the targets they set for themselves and match the high expectations set by teachers.
- 28 All learners achieve very good standards of work in the learning areas inspected. All learners' written work is well organised and presented and is of a high standard. All learners develop good research skills.
- 29 Level 3 learners in Health, Public Services and Care and Leisure, Travel and Tourism develop higher level skills such as critical analysis and evaluation well. They reflect critically on their knowledge, skills and understanding.
- 30 Learners in Independent Living Skills develop the skills that they need to take a more active role in their community and they prepare themselves well for employment.
- 31 All learners benefit from the wide range and quality of learning experiences that promote their personal and vocational skills. They develop a wide range of work and life skills, and this increases their confidence and personal worth. In Health, Public Services and Care all learners become confident, competent practitioners. In Leisure, Travel and Tourism all learners develop good skills and knowledge of work within the vocational area. All learners in Independent Living Skills are fully involved in their college work. They develop interests that will sustain them throughout their lives. They gain in confidence and learn to be more self-reliant.
- 32 Learners are well motivated and enthusiastic. They show good levels of interest and knowledge. All learners develop a good awareness and understanding of equality and diversity issues. Most learners have very good levels of attendance and punctuality.
- 33 A small number of learners make good progress in developing their bilingual skills. A few of these learners move on to an AS level Welsh course at the college.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

- 34 The findings of the inspection team match the judgements made by the college in its self-evaluation report. In all classes teaching and assessment are either very good or good. In almost half of the classes teaching and assessment are outstanding. In the remainder, teaching and assessment are good.

The quality of teaching in the learning areas inspected				
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
48%	52%	0%	0%	0%

- 35 In Health, Public Services and Care, Leisure Travel and Tourism and Independent Living Skills teaching, training and assessment are good and often very good.

#### Outstanding feature

Teachers have high expectations of learners. They challenge and stimulate learners to achieve excellence. Teachers plan and structure their sessions well and effectively engage learners in their learning. They consider learners' preferred learning styles well. Lessons are purposeful and teachers have clear objectives that they share with learners, for all learning activities. They provide learners with a wide range of learning experiences that develop their knowledge and understanding of key concepts and principles. Teachers use their professional expertise and experience well to support learners.

- 36 Teachers use a good range of teaching and learning techniques and resources, including group and individual activity. They encourage learners to evaluate their own work and the work of their peers. Teachers use questioning techniques well to challenge learners' understanding and to encourage critical thinking. Teachers focus well on developing learners' key and wider skills. Many teachers make good use of information learning technology to promote effective learning.
- 37 In Independent Living Skills all teachers provide learners with a wide range of very good opportunities for progression. They place an appropriate emphasis on developing learners' wider key skills so that they can move into employment, where practical. Teachers treat learners with respect and make sure that all their work has an appropriate adult content.
- 38 Teachers give all learners the opportunity to communicate through the medium of Welsh. In Health, Public Services and Care a quarter of full-time learners undertake Welsh conversation classes. A few learners study the working with others key skill through the medium of Welsh. In Leisure, Travel and Tourism a few learners study key skills and are assessed through the medium of Welsh. In Independent Living

Skills teachers use Welsh with first language Welsh speaking learners to help engage them in their lessons. They also give learners the opportunity to learn and use incidental Welsh with each other and to develop an additional skill.

- 39 The quality of assessment is very good. Teachers plan assessments well. They review and assess learners' progress regularly. They use effective questioning techniques to test and extend learners' knowledge and understanding. They give learners thorough and helpful written and oral feedback on tasks and completed work to help them improve. Teachers help learners to set their own personal work targets. They track learners' progress very well.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1: Good with outstanding features</b>
--

- 40 The college plans and manages the curriculum well. The curriculum planning group has a systematic, transparent and inclusive approach to making curriculum decisions. Curriculum managers and other managers with responsibility for curricular initiatives produce detailed annual plans that inform curriculum decisions well. The senior management team reviews these proposals thoroughly to make sure that they meet learners' needs and the needs of the community and Welsh Assembly Government priorities.
- 41 The college offers a broad range of full-time and part-time courses at levels 1, 2, 3 and 4. Learners can choose from over 50 AS level and A level subjects and 11 vocational subjects. The college also offers an entry level programme of Independent Living Skills for adult learners. About 75% of the further education learners are enrolled on level 2 and level 3 courses.
- 42 The college also offers work-based learning provision in vocational programmes at levels 1, 2 and 3. It is the only provider of Youth Justice apprenticeships in Wales that has been developed with the Youth Offending Team and Employment Training services in the City and County of Swansea. It also delivers higher education courses in partnership with higher education institutions. The college works closely with other providers in the City and County of Swansea, and in partnership with these offers a range of part-time provision in adult and community learning. The college currently delivers about 21% of the total adult education provision in the City and County of Swansea.
- 43 The college delivers an expanding range of vocational courses to learners aged 14-16 years in partnership with local secondary schools. Year 10 and 11 learners of all abilities can attend these courses and gain qualifications that are part of the qualification framework. The courses are taught partly on the college's premises and partly in the school. College and school teachers work effectively together to deliver the programmes.
- 44 All full-time learners take key skills courses that are relevant to, and support, their main programme. Subject teachers and key skills teachers work well together to effectively plan good opportunities to enable learners to gain key skills qualifications.

Learners generate key skills evidence well during their course activities. A few learners achieve key skills qualifications through the medium of Welsh.

- 45 The college responds very well to national and local priorities and to the regional statement of needs and priorities (RSNP). The college uses these well with labour market information to inform planning and identify curriculum targets.

**Outstanding feature**

The college takes very good account of, and places a great deal of emphasis on developing and maintaining strong strategic partnerships. It has excellent and effective partnerships. It collaborates very well with a wide range of learning providers and organisations to make sure that learning provision across the City and County of Swansea is well-planned and managed. It avoids duplication and extends learning opportunities in the area. Senior managers have very good links with a wide variety of other organisations and networks.

- 46 Monies from the Common Investment Fund enable the college to work collaboratively with another further education college and a Welsh medium school, to develop a level 2 care course. Further work includes the development of vocational provision in line with areas identified in the RSNP, the creation of new learning centres attached to colleges and schools in the Swansea area.
- 47 The college actively leads on local developments and it makes a significant contribution to a number of local initiatives. It is closely involved for example in the Swansea Learning Network, the Lifelong Learning in the West (LLIW) partnership, the Community Planning Alliance and Gorseinon Regeneration Trust. It has a longstanding partnership in basic skills provision with the Swansea Skills Partnership. It works well with the City and County of Swansea, local organisations and businesses.
- 48 The college works well with other providers, for example Swansea University and the Social Services Department of the City and County of Swansea. It has established very good partnerships in the local community with the MENCAP club.
- 49 The college works flexibly and innovatively to meet the needs of local businesses in the Department of Trade and Industry (DTI) funded, Knowledge Transfer Partnership.

### **Outstanding practice**

The Knowledge Transfer Partnership (KTP)<sup>1</sup> is an innovative and excellent programme that benefits all who participate in its activities. It involves a collaborative partnership between the college and business companies. It enables the college to develop strong working links with local and regional businesses. Companies work closely with the college to plan projects that meet their business needs. The college employs newly-qualified graduates as associate staff to work with these companies for the duration of the project. College staff mentor these associates weekly in the workplace and the associates receive training as part of the project. In addition, the graduate associates act as very good role models for learners in the college. The programme also enhances the business relevance of college work for learners.

### **Outstanding feature**

All learners gain a wide range of personal and social skills while attending college. Many take advantage of the excellent opportunities to take part in additional activities and community-based events. These activities include fundraising, promoting equality and diversity issues, and course visits to local and national theatres, galleries and exhibitions enrich learning very well. Many learners take part in the elective studies programme and take up activities such as drama, and Welsh conversation classes.

- 50 Health, Public Services and Care learners plan and undertake a very good work placement in an English inner-city multicultural school. They work with pupils, to promote Welsh language and culture. Other learners take part in sports' academies in golf, cricket and hockey, or play in college teams.
- 51 The college has an effective work-related education policy. All full-time learners take part in well-planned work-related education. Learners develop a broad range of skills and knowledge, for example relating to career development and job applications. Good partnerships with social services and the local authority give Independent Living Skills learners excellent opportunities to work in the Neighbourhood Environment Action Team (NEAT) project work.
- 52 Vocational tutors integrate work-related activities into the curriculum very well. For example, sports learners coach pupils in local primary schools. Learners on A level courses planning careers in medicine and veterinary science have good work experience opportunities.
- 53 The college has a Welsh language scheme that has clear targets for achievement. It promotes Welsh language learning opportunities well. The college assesses learners' Welsh skills well. Teachers use this information well to offer a wide variety

---

<sup>1</sup> The Knowledge Transfer Partnership is a Department of Trade and Industry funded programme. It supports the development of Welsh Assembly Government (WAG) priorities and is match-funded by WAG. Educational institutions and business companies work together on specific projects that help a company's business objectives. The college provides a graduate 'associate' employee who works with the company until the project is completed.

of Welsh language support, such as undertaking lessons and being assessed through the medium of Welsh. They actively encourage learners to appreciate the benefits of learning in Welsh and of improving their Welsh language skills. Welsh speaking tutors give very good support to learners in transition from Welsh medium education into college courses. The college intranet offers good learning material in the medium of Welsh. A few learners attain key skills qualifications in Welsh.

- 54 The college is developing an enterprise culture well. Tutors embed entrepreneurship across the curriculum very well. Many learners take part in a range of Young Enterprise activities. Learners have good opportunities to enter the Global Enterprise Challenge. Their attendance at a lunch time enterprise club is very good. The club uses visiting speakers and visits to local businesses to promote entrepreneurship well.
- 55 The college is at an early stage in promoting sustainability in both management practices and the college curriculum. It is at an early stage in implementing its sustainable development plan. Learners and staff actively promote recycling of paper, cans and plastic bottles in staff rooms, classrooms and public areas.

**Key Question 4: How well are learners cared for, guided and supported?**

**Grade 1: Good with outstanding features**

- 56 Overall, the quality of care, support and guidance is outstanding. The ethos of the college is one where learners are valued and supported in an inclusive learning environment. The college places a high priority on the effective planning and delivery of learner support. The college has a comprehensive range of learner support mechanisms. It has a systematic approach to the development and monitoring of services. It has a good range of qualified and skilled staff which it deploys effectively to implement learner support systems well. The college plans well for learner support from the first contact with potential learners.

**Outstanding feature**

Learners participate very well in the annual student planning day. This encourages them to consider college issues that closely affect them, such as learner support, equal opportunities and curriculum issues. Teachers and members of the student council nominate a diverse group of learners across different courses and course levels to participate in the event. This year the focus of the event was equal opportunities, disability and bilingualism. Learners' views are gathered and later fed into college development plans and policy reviews. The college acts upon these plans as part of its ongoing improvement. College managers then inform learners of the outcomes. For example, the college has improved the structure of the induction programme and tutorials as a direct result of the student planning day.

- 57 The student support committee effectively oversees the work of student services. The committee has five sub-groups: basic skills, careers education and guidance, learner welfare, schools liaison and overseas learners. The committee meets twice each term to discuss issues relating to learner support and guidance.

- 58 All learners receive very good pre-course advice to help them choose the course that is best for them. A wide range of information is available to enable prospective learners to decide on learning routes and options. College taster sessions and open day events are valuable opportunities for prospective learners to experience college courses and college life prior to choosing their course.
- 59 The college has excellent and effective links with partner schools. The close relationship between the schools and college teachers helps learners with the transition from school to college. Partner schools provide the college with valuable learner information prior to enrolment so that the college can give learners appropriate support as soon as they start their course. All learners have an online initial assessment to identify any numeracy and literacy needs that they may have. Learners receive very good support to improve their levels of basic skills. Learners with specific learning difficulties and disabilities also receive good specialist support.
- 60 The college has a well-established central admissions system. All full-time learners have an initial interview at school, where they explore their options, and college staff identify any specific individual needs they may have. Learners have a second interview when they have their examination results to confirm course choices. Bilingual learners can have an interview through the medium of Welsh.
- 61 All learners have a very good, well-structured induction. Welsh-speaking learners can have a bilingual induction. The induction programme helps learners to settle into college very quickly. All learners are encouraged to identify their own strengths and weaknesses at an initial tutorial session. This enables them to set their own targets for punctuality, attendance and the grades that they aim to achieve. This helps to develop learners' self-management skills.
- 62 The college has an effective framework for the delivery of the tutorial programme. This meets the personal and academic needs of learners very well. All learners have excellent pastoral support through the college specialist services, such as the college nurse and counselling support that the college arranges. Personal tutors also give learners very good pastoral support. The college has robust systems for monitoring attendance and punctuality. Action is taken promptly if there is cause for concern. The system has led to very good levels of attendance. Attendance rates on all courses are near to or above 85%.

### **Outstanding feature**

The college has an innovative and very effective peer-mentoring scheme for learners. The scheme is available in both Welsh and English. The college trains learners as mentors and they gain Open College Network qualifications in counselling or mentoring skills. The mentors work with learners who will benefit from support. Mentors act as role models and advocates for their fellow learners as well as supporting them. Both the mentor and the learners whom they support benefit greatly from the scheme. Mentors become more confident and have more understanding of the needs of others. Supported learners find it easier to adapt to, and be successful in, the college environment.

### **Outstanding feature**

The college's Oxbridge programme is very successful in supporting academically gifted learners. Teachers have high expectations of their learners. They encourage them to be ambitious and raise their aspirations. Learners gain the confidence to explore the full range of higher education options. As a result, many learners aim for excellence in their studies and have secured interviews and university offers in subjects where there is often fierce competition for places.

- 63 The college has a number of working groups that play a key role in developing and monitoring policies for equal opportunities such as racial equality and disability equality. Learner representatives play an active part in these groups. The college's race equality working group effectively monitors the implementation of the race equality action plan. Most learners promote equality and diversity very well.
- 64 The college has a range of policies and procedures that relate to the welfare of learners. These are available in a bilingual booklet. It reviews all policies annually, and updates them as appropriate. The college has suitable arrangements to assure the health and safety of learners. It has policies and procedures to protect children and vulnerable adults.
- 65 The college seeks the views of learners, parents and carers regularly. Staff analyse this feedback very well, and take appropriate action where issues are raised. This helps the college to develop and review its policies and procedures to ensure that they are suited to current learners' needs. The student council is also an important forum for gathering learners' views. It regularly reports these back to the student support committee. The committee reports formally to the executive management team, the curriculum planning group and the student guidance sub-group of the governing body. This information then informs college planning at strategic and operational levels.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 1: Good with outstanding features

- 66 The principal and the executive management team provide very good leadership. Senior managers and the governing body of the college set a clear strategic direction for all aspects of the college's work. They have invested in a range of building projects to improve teaching and learning accommodation. The leadership, management and governance of the college are highly effective in determining the very positive educational character and culture of the college.
- 67 The college's mission focuses well on its commitment to continue to provide the highest quality of education and training for all its learners. All staff have a very good understanding of how they contribute towards the achievement of the college's mission. Managers use the mission statement well to support strategic and operational planning. All staff work effectively to promote the progress of learners and to help them reach consistently high levels of achievement. All members of the college community help to promote an ethos that encourages respect for equality, diversity and inclusion.
- 68 The college's strategic and operational planning processes are comprehensive and inclusive, involving representatives from all stakeholder groups, including learners. College managers put the quality of the learning experience for learners at the centre of the strategic planning process. Strategic and operational planning support the college's drive for excellence by providing college governors, managers and staff with clear direction, together with challenging individual and institutional targets for improvement. All these plans focus on improving the quality of learners' outcomes, their experience and the support that they receive.
- 69 The college holds strategic planning events throughout the year. These focus on key aspects of its work, such as quality, curriculum planning and finance. Managers plan these events very carefully to engage a wide range of stakeholders in identifying key issues that inform the development of the institutional plan. College governors use their strategic planning days well to consider important issues such as external influences affecting the college, quality improvement and the estate strategy.

#### Outstanding feature

Communication at all levels within the college is very effective. The executive management team invests a great deal of time in developing good channels of communication with staff and learners to support learners' achievement. The principal and senior managers produce regular staff bulletins which keep staff informed about external and internal issues. The principal also meets with groups of staff throughout the year to discuss their views and perspectives on issues affecting the college and, in particular, their work with learners. The principal and senior managers also meet regularly with learners.

- 70 Over the last two years the college has introduced a new organisational structure which offers clear and coherent lines of responsibility and accountability. All managers and staff understand their roles well. Managers at all levels work effectively to promote high standards in the college. Middle managers in the new organisational structure benefit from an innovative management coaching programme. This has involved working with middle managers from another college in developing professional skills to find effective solutions to important management issues such as staff underperformance.
- 71 The college responds very well to national and local priorities and places a great deal of emphasis on developing and maintaining strong strategic partnerships. Senior managers have very good links with a wide variety of other organisations and networks. For example, the principal chairs the local 14 -19 Learning Pathways Network. The college uses Common Investment Funds well to support three major projects in partnership with another college and a Welsh-medium secondary school.
- 72 Managers work very effectively with each other and identify well how their own work can best support staff and promote improvements in the college provision. The college has introduced an effective system for managing the performance of staff. It includes regular observations of teaching staff. The system also identifies opportunities for improving teaching, learning and assessment practices through formal training, as well as the sharing of good practice. Almost all staff benefit from an annual appraisal of their performance. Target setting throughout the college is very good. Staff at all levels in the college, including the principal, have clear, measurable targets. Managers and governors review and follow up these targets regularly to secure good progress towards their completion. All targets are linked to the college's strategic and operational objectives.

#### **Outstanding feature**

The governing body makes an outstanding contribution to the work of the college. Governors bring a broad range of experience and expertise to their roles and they have a very good understanding of the opportunities and challenges facing the college. The governing body benefits from the active contribution of a student governor who provides an important learner perspective. Governors provide a very good balance of support and challenge to senior managers of the college. Governors work very effectively to maintain and promote the best possible experiences for learners by ensuring that the needs of learners are central to all decision-making processes in governing body meetings.

- 73 The governing body has a number of subcommittees that include a curriculum, standards and quality sub-committee which receives clearly presented, detailed information about the performance of all provision within the college. It uses this information well to follow up areas of concern and to support managers to improve outcomes. The audit subcommittee scrutinises carefully all important college policies such as those relating to equality and diversity.

## **Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

### **Grade 1: Good with outstanding features**

- 74 The college has an outstanding quality assurance and development cycle. This is fully embedded into the college culture. The quality process is comprehensive, rigorous, inclusive and open. The responsibility for managing the improvement of quality rests with the director of quality and curriculum, who is well-supported by the quality managers' group. All governors, leaders and managers, teachers and learners are fully involved in the implementation of the college's quality processes.

#### **Outstanding practice**

The quality improvement cycle starts at course level. Subject co-ordinators analyse data provided by the college's management information system against key performance indicators. This data analysis and evaluation is at the core of the quality process that focuses objectively on learners' outcomes. Performance measures include enrolment, completion, attainment, successful completion and value added measures. The college evaluates its performance over time and benchmarks against a range of local and national comparators, and against other further education colleges. Managers and staff use performance data very well to inform review and evaluation activities across the college, and to support the process of self-assessment. Fair, but challenging target setting is a key feature of all self-evaluation activities.

- 75 Curriculum area managers work closely with their staff to produce detailed self-assessment reports of a high standard. These reports include information on standards in teaching and learning, the quality of education and training and the quality of leadership and management. These reports follow a structure and framework that is matched, and specific to their own needs. Their self-evaluations feed in to the college self-evaluation and managers use the information well to inform short-term and medium-term strategic planning.
- 76 The teaching and learning manager regularly organises internal staff development events. These focus strongly on improving teaching and learning. Managers and teachers undertake comprehensive and challenging classroom observations regularly as part of the college's self-evaluation process. Managers use the outcomes of the observations to inform self-assessment reports, and identify areas of teaching and learning that the college needs to improve. At the end of every year all teaching staff attend mandatory training events linked to the improvement of teaching and learning.
- 77 The college undertakes a comprehensive, well-planned and well-structured three year programme of internal inspections based on the format of Estyn inspections. The internal inspections are formal, and challenging for staff. They are effective in highlighting shortcomings and ensuring continuous quality improvement. The college gives all staff very good support and encouragement to improve their performance.

### **Outstanding feature**

College staff at all levels work very closely with staff from another further education college on a wide range of quality issues. The two colleges routinely discuss problems that they may have, support each other and share good practice. The two colleges each play a part in the quality processes of the partner college. For example, they exchange staff to take part in classroom observations as part of each others' self-assessment process.

- 78 The quality of all course files is very good. They contain very detailed information in a user-friendly standard format. In particular, course files include comprehensive and well presented minutes of, and action plans following, team meetings.

### **Outstanding practice**

All teachers and managers show a passion for excellence. They respond regularly and positively when challenging issues are identified. For instance, when data shows a negative trend in performance, either in learner outcomes or in teacher classroom performance, quality managers and staff work together to develop and implement a supportive action plan. Support for staff includes the deployment of extra resources, or the appointment of a mentor for one-to-one support, to focus on how to strengthen specific aspects of performance.

- 79 The college's self-assessment report is detailed and follows closely the format of the common inspection framework. It is evaluative and matches the findings of the inspection team very well. Since the last Estyn inspection in 2002, the college has improved the grades of four of the generic key questions and maintained the grade 1 awarded during the last inspection. It has improved the grades of the three learning areas inspected, since they were last inspected.

### **Key Question 7: How efficient are leaders and managers in using resources?**

#### **Grade 1: Good with outstanding features**

- 80 Overall, staff are very well qualified, experienced and deployed. Nearly all full-time staff have a teaching qualification. Sports professionals are used to coach in the college sports academies.
- 81 Staff induction includes a good mentoring system for all new teaching staff and for those who take on new roles within the college. Trained mentors give regular support to these staff. All staff have detailed and current job descriptions.
- 82 Learning resources are of a very good quality. There are very good displays of learners' work and records of activities undertaken are displayed throughout the college. These displays enrich the learning environment.
- 83 The Learning Resource Centre is an environment which encourages learning very effectively. It has a good range of appropriate resources. Learners can also access a

wide variety of learning resources through the well-developed college intranet. Learning Resource Centre staff give learners very good support.

- 84 The college has successfully improved facilities for information communication technology (ICT). It has a good ratio of computers to learners. Learners have very good access to computers throughout the college. The college has a clear strategy for updating ICT equipment. This includes phased introduction of wireless technology.
- 85 The college has effectively developed a virtual learning environment (VLE). The number of teachers and learners using it on a regular basis is steadily increasing. Currently about 50 staff and over 1,000 learners, which is about half of the student body, regularly use the system. Materials are available on the VLE for all learning areas, about 65 courses. In total, the system has about 300 Moodle units or elements. The college is using innovative methods to enable teachers to use VLE to improve both the teaching and management of their courses. The college uses Moodle Mentors<sup>2</sup> very effectively to share best practice and increase the use of VLE throughout all courses in the college.
- 86 The college has a very effective estate strategy. This links very successfully to the college's strategic aims. The college has made very good use of capital investment to secure an ongoing programme of phased improvements to the estate since the last inspection. The effective estate strategy has now brought nearly all of the further education provision onto the main site.
- 87 Overall, teaching accommodation is good. The Arts and Technology block offers excellent accommodation, and a recently opened teaching block has very well equipped classrooms. A smaller site, close to the main campus, has very well equipped motor vehicle teaching facilities. All areas of the college are accessible to wheelchair users and the college has a programme in place to address remaining requirements of the Disability Discrimination Act. The college uses its accommodation very efficiently and most teaching rooms have high average usage.
- 88 However, a very small proportion of the teaching and student accommodation on the main site is not good enough. The college has well-advanced plans to improve this accommodation, for example the development of new student recreation areas and a new study skills centre, which currently, although well equipped and welcoming, is too small.

---

<sup>2</sup> Moodle is a system that supports e-learning and management through a virtual learning environment. Moodle mentors are teachers who support other teachers to develop expertise in the use of online systems.

### **Outstanding practice**

Continuous professional development is a strong feature of the college. It is an integral part of performance appraisal for all staff. There are very effective links between individual staff training needs, curriculum needs and the strategic aims of the institution. The college identifies and prioritises plans for improving teaching and learning well. High teacher participation rates in training aimed at improving teaching and learning contribute significantly to the ethos of continuous quality improvement in the college. The college training programme is comprehensive and uses in-house expertise well to share and disseminate good practice. Overall staff participation in staff training and development events is high.

- 89 Vocational learning areas make very good use of current practitioners to update teachers in that area and to support the improvement of teaching skills. The college also benefits greatly from its work with the Knowledge Transfer Partnership programme. Mentors, who are college teachers, gain up-to-date business experience which they use in curriculum delivery. They also develop high levels of expertise in industry-related qualifications.
- 90 The college has a good training programme aimed at increasing the numbers of teaching and support staff who can work through the medium of Welsh. The number of staff learning Welsh through this programme is steadily increasing. This year 10 members of staff are attending the programme.
- 91 Overall, the college manages its resources effectively. It links its resource management well to the college's strategic aims and monitors income and expenditure closely. The college has successfully secured external funding from a range of sources, and monies from the capital project fund. It has used this finance effectively to improve learners' experience by upgrading and extending the estate.
- 92 The college's use of Leonardo<sup>3</sup> funding for innovative peer mentoring projects is an outstanding feature. These very successful projects have resulted in European recognition for the college's contribution to peer mentoring developments in several European countries.
- 93 The college has good central budget control over the curriculum. The executive management team set the budget following effective consultation with curriculum and functional area managers to consider curriculum needs and prioritise requirements. Managers know and monitor the cost of individual courses. Curriculum area managers have devolved budgets for consumable materials based on the nature and size of their areas of responsibility. They manage this well within their curriculum areas.
- 94 Overall the college provides very good value for money. Learners' completion and attainment rates are very high across the college. Estyn graded all learning areas in this inspection as grade 1.

---

<sup>3</sup> Leonardo funding is European funding that supports providers and learners in different countries to work together.

## Standards achieved by learners in learning areas inspected

### 01 Health, Public Services and Care

#### Grade 1: Good with outstanding features

- 95 The college offers full-time courses in early years care and education, care, health studies and public services at levels 2 and 3. It also has substantial NVQ provision in care and early years at levels 2, 3 and 4. The college also offers a part-time evening AS level health and social care course.
- 96 Most learners demonstrate very good professional practice skills. They have a thorough knowledge of key professional principles in health, public services and care. All learners contribute very well to the duties of their teams in their workplaces. They understand clearly their roles within the workplace. All learners benefit from very good work placements that promote and challenge their vocational knowledge and practice and allow them to model the best professional practice. Many learners show a growing ability to reflect critically on their own knowledge, skills and understanding.
- 97 About one-quarter of the full-time learners make good progress in developing their bilingual skills. A very small number of these learners move on to an AS level Welsh course at the college. Learners make good use of their developing Welsh language skills to compete successfully for employment and to communicate more effectively with the client groups with whom they work.

#### Outstanding feature

In 2004-2005 the rate at which learners completed their courses was outstanding and well above those in other colleges in Wales. The rate at which learners completed their courses in 2005-2006 improved to 100% for most of the courses. The rates at which learners attained their qualifications in 2004-2005 and 2005-2006 are also outstanding. Almost all learners who complete their courses attain their qualification. Over three-quarters of learners achieve distinction or merit grades. All learners' attain the key skills qualifications that they study.

- 98 The majority of learners progress to higher level programmes or move successfully into employment. In 2005-2006, 60% of leavers from the level 3 programme in health and social care and 50% of National Diploma early years learners progressed to higher education programmes. Almost all learners who complete level 2 programmes progress to level 3 programmes.
- 99 All learners attend regularly and punctually. They show high levels of commitment and motivation to achieve and they use their time at college very well. Learners participate in a wide range of learning activities that extend and enrich their personal, social and vocational skills. All learners develop very good levels of personal and professional confidence. This helps to prepare them for the demands of work within the health, public services and care professions.

- 100 Learners on all health, public services and care courses organise fundraising events for charity. They have many additional experiences that promote their awareness of equality and diversity issues and help to demonstrate their care and respect for others.
- 101 Early years care and education and health and social care learners benefit from a well established residential visit to London. Learners on early years programmes work with children in a large inner-city primary school. This experience is invaluable in raising learners' awareness of diverse cultures and multi-lingual communities. Learners on health and social care courses use the London visit to extend their understanding of the history of medicine through the interactive health displays at the Science Museum and the Florence Nightingale Museum.
- 102 Learners on public services programmes have very good opportunities to develop important teamwork skills through expedition activities. They also make visits to a wide range of public services including the fire service, police, prisons and armed forces to gain a better understanding of the roles of the staff working in these services.
- 103 Learners on health and social care programmes make very good use of the opportunity to work in partnership with the City and County of Swansea Health Promotion team to deliver health and safety programmes to local primary school children and young adults with learning difficulties. These experiences help to promote learners' teamwork, presentation and communication skills.

### **Outstanding feature**

From the start of their courses college learners develop important skills that help them to improve their own learning and performance. They set their own specific and measurable targets for achievement. These targets include personal and social aspects of their learning, as well as vocational and academic aspirations. Learners meet with staff regularly in tutorials and progress review sessions to evaluate their performance against these targets. Learners benefit from the careful monitoring of their progress and performance and the support that they receive to help them to match their potential. Learners show a growing ability to take responsibility for their own learning and to set realistic and measurable goals for themselves. This effective system promotes learners' ownership of their learning and development. Learners' outcomes have improved with the result that almost all learners successfully complete and attain their qualifications.

### **08a Leisure, Travel and Tourism**

#### **Grade 1: Good with outstanding features**

- 104 The college provides a range of full-time courses at level 3. These include AS level courses in travel and tourism and physical education, A level course in physical education, the National Diploma course in sports science and National Certificate course in sport development.

- 105 All learners achieve very good standards of written work and practical skills. They have good higher level skills, such as the ability to analyse critically and evaluate the topics that they study as well as their own performance. Learners in sports science demonstrate good analytical skills in making judgements on the effectiveness of specific fitness training for different sports. Learners in travel and tourism debate and evaluate critically issues arising from mass tourism. Learners' written work and portfolios are well organised and structured and presented to a high standard.

### **Outstanding outcomes**

Learners' completion rates on all Leisure, Travel and Tourism programmes are very high and well above those in other colleges in Wales. Learners' attainment rates are outstanding. Over 90% of learners attain their qualifications. Over half of the learners studying AS level and A level attain grades A to C. One-quarter of the learners studying A level physical education attain grades A or B. Learners' attainment of key skills is outstanding. All learners who studied key skills in 2005-2006 attained their qualifications. The attainment of most learners compares very well with their previous achievement.

- 106 All learners on vocational courses achieve the wider key skills working with others and improving own learning. They also study key skill communication at level 3.
- 107 Learners develop good skills and knowledge in their specialist areas. They take ownership of their learning; they negotiate improvement targets with their teachers and monitor their own progress.
- 108 Learners know what they need to do to improve their grades and they benefit from teachers' positive written and oral feedback. They take responsibility for their own learning and research topics well, such as factors affecting participation in sport. Nearly all learners progress to higher education.
- 109 All learners organise and complete tasks and activities in time and to a good standard. They are enthusiastic and enjoy their learning. They are punctual and attend regularly.
- 110 Working relationships between learners and between learners and their teachers are very good. Learners use their time productively and meet agreed objectives. They develop a wide range of work and life skills, which increases their confidence and feeling of personal worth. Learners are punctual and attend regularly.
- 111 Learners frequently take part in a variety of fund-raising activities including events organised within the college and nationally organised charity days such as Children in Need. Sports learners are involved in delivering sports sessions in local primary schools, where they reflect on and improve their delivery methods. Leisure and recreation learners participate in a health fair, helping to raise awareness of health, nutrition and fitness.

- 112 Learners participate well in off-site sport academies in golf, hockey, soccer and cricket. These excellent coaching and fitness sessions enable learners to follow their chosen programme of study while developing their individual sporting skills.
- 113 Learners develop an excellent understanding of equality of opportunity and diversity, through their studies. They cover themes such as black stereotyping in sport and ethics and values in club management. They understand and promote these issues very well.

#### **14a Independent Living Skills**

<b>Grade 1: Good with outstanding features</b>
--

- 114 All learners follow individual programmes that are appropriate to their needs. Nearly all learners on the programme are adults. For many, this is the first time that they have attended college, or the outreach sessions in social service day centres. This is often their first opportunity to take part in formal learning and gain recognised qualifications.
- 115 Learners benefit from the high expectations that staff have for their attainment and progress. They have excellent opportunities for progression to courses designed to help them become more independent and move on to gain the wider key skills that they need to get and keep a job. They benefit very well from these opportunities. They are prepared well for employment.

<b>Outstanding feature</b>
----------------------------

Learners' attainment, completion and progression are outstanding. All learners complete their courses. All learners gain modules from the ASDAN <sup>4</sup> 'Towards Independence' award. In 2005-2006, all of the learners working towards the bronze award achieved their qualification and are now working towards the silver award. Almost a third of learners progressed to higher level ASDAN courses designed to give them work-related skills. These courses include Lifeskills, Workright and the Foundation Training Certificate. Many learners have very good opportunities to practise their developing skills in a wide range of interesting work placements provided by the Swansea Work Development Service. All learners enjoy their work placements and can describe what they have gained from them. A few learners have found part-time paid work. A few learners make use of their new entrepreneurial skills to find jobs privately. This progression is outstanding.
---

- 116 All learners make outstanding progress in their learning over time. They have comprehensive and detailed individual learning plans that have clear objectives and specific and measurable targets. These plans support learners well and give them the motivation that they need to meet their potential. All learners take an active role in their target setting.

---

<sup>4</sup> ASDAN (Award Scheme Development and Accreditation Network Awards) is an awarding body. Its qualifications are particularly suited to learners whose skills and learning styles are not recognised through qualifications such as GCSE. To achieve the qualifications learners must complete tasks designed to develop their personal and practical skills.

### **Outstanding feature**

All learners take responsibility for their own work. They fully understand the need to plan their work carefully. They make very good use of the ASDAN action planning and review process. They plan carefully how they will complete each task. They include what they will need, who will support them and when they will complete it. They say how well they have completed the task and what they need to do to improve their performance. They understand the need for their evaluations to be in sentences rather than single words. This level of involvement in, and understanding of, their work is exemplary.

- 117 Most learners develop appropriate research skills. They know where to find information. They make very good use of the library and the internet. They often invite speakers into college for question and answer sessions on topics of interest. For example, they invite a member of the clergy in to talk about churches in their sessions on values and beliefs. They make good use of a wide range of evidence to support their coursework, such as witness statements and photographs.
- 118 They learn to prepare and give talks to their groups on a wide range of topics such as show jumping, ice cream vans, and Welsh disability sports. They make very good use of their developing skills in information communication technology (ICT) to produce a high quality newsletter for the learning area. Learners show very good understanding of health and safety issues. They know why they wear steel toe caps in some of their work placements and why they have to take particular care when preparing food for others.
- 119 Taking part in college sessions broadens learners' horizons. Their sessions hold their interest very well because they explore adult issues such as current affairs, personal safety, genocide and marriage. Learners whose first language is Welsh use their language skills well within their sessions. Other learners gain a good understanding of incidental Welsh.
- 120 All learners recognise and value their significant and often outstanding gains in independence. These are often from a very low baseline. They learn to manage money, use ICT, travel independently and speak up for themselves. They make clear gains in confidence and are very keen to contribute to their sessions.
- 121 Learners are very proud of their achievements and are keen to talk about them. They attend their sessions regularly, are fully engaged in their work and treat each other and their teachers with mutual respect. They work very well together and support each other. They share tasks such as washing up and show appreciation when other learners perform their poetry and music.

## **Provider's response to the report findings**

The College welcomes this very positive report as public vindication of our self-assessment of the three areas inspected and the five generic key questions. We find in this report a recognition of the outstanding talents of our staff and the hard work of our learners and everyone who helps and supports them in the college.

In our desire to effect continuous quality improvement in all that we do, we welcome the recommendations made by inspectors. As planned, we have begun extensions to our student common room and by September 2008 will have completed new study areas. We will monitor closely the targets we have set in our sustainability action plan to ensure that this aspect of our work progresses effectively. Our Welsh Language Plan will also be continually monitored to ensure that opportunities to develop Welsh are available to all who benefit from this. We will also ensure that our new performance management system delivers the improvements to our services to learners that we expect of it. Mechanisms for sharing good and outstanding practice identified in this inspection will also be developed over the coming months and progress monitored into the medium term.

This is an outstanding outcome for Gorseinon College and recognises our passion for excellence in all that we do.

## Appendix 1

### **The evidence base of the inspection**

Eight inspectors and nine peer assessors spent a total of 85 inspector days at the college.

The inspectors and peer assessors visited:

- 42 classes, including training sessions in the workplace;
- a variety of other activities delivered by the college;
- tutorial periods; and
- key skills sessions.

Members of the inspection team had meetings with:

- the principal;
- the clerk to the governors;
- the chair and members of the governing body;
- senior and middle managers;
- a range of teaching, support and administrative staff;
- learners in the learning areas inspected and in other learning areas;
- members of the student council;
- headteachers from local feeder and partner schools;
- employers involved with the learning areas being inspected; and
- representatives of other agencies and stakeholders linked with the college.

The team also considered:

- a selection of learners' work in the learning areas inspected; and
- documents provided by the college both before and during the inspection.

## Appendix 2

### The inspection team

Christine Hooper HMI	Reporting Inspector
Janice Thomas HMI	Team Inspector
Sandra Barnard HMI	Team Inspector
Bernard Hayward HMI	Team Inspector
Claire Yardley HMI	Team Inspector
Kathy Needs	Additional Inspector
Zena Cooper	Additional Inspector
Stephen Nelson	Additional Inspector
Lisa Edwards	Peer Assessor
Pam Evans	Peer Assessor
Brynach Heffernan	Peer Assessor
Steve Jackson	Peer Assessor
Alwyn Lloyd	Peer Assessor
Carl Mather	Peer Assessor
Frank Mellors	Peer Assessor
Carol Newsom	Peer Assessor
Alma Williams	Peer Assessor
Jeff Walters	Provider nominee