

Cheadle and Marple Sixth Form College

Sixth form college

Inspection dates		11–14 March 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- The inspirational leadership, collective will and passion of staff to improve provision are having a positive impact.
- Significant efforts by staff at all levels have led to a very rapid rate of improvement in standards in many areas of the college.
- Teaching and learning have recently improved to a good level, reflecting the priority given to them by leaders and managers and the effectiveness of training and coaching for staff.
- Most students on vocational courses make good progress and the proportions that achieve qualifications are high.
- Staff promptly identify students who need specialist support and the good support they receive helps them to achieve their qualifications and personal targets.
- Staff, students and apprentices have established a harmonious learning environment.
- Information and advice, both on joining the college and in planning progression, are good.
- The college has developed an inclusive curriculum that meets local community needs well.

This is not yet an outstanding provider because:

- The proportions of students on AS-level courses that make good progress, achieve high grades and continue onto A-level courses are still low.
- Specialist staff do not share initial diagnosis results of students' English and mathematics skills well enough with subject teachers to enable them to adapt the support they provide to students to improve these skills.
- In a minority of cases, the written feedback on assessments is too brief and does not set clear enough targets to help students to improve their work and achieve higher grades.
- Despite the significant recent improvements, newly implemented quality improvement systems are not yet embedded fully to ensure consistency of performance across the college.

Full report

What does the provider need to do to improve further?

- Implement and monitor robustly the effectiveness of strategies already in place to improve the quality of teaching, learning, assessment and management on AS-level courses to increase significantly the proportion of students who make good progress, achieve higher grades and continue onto A-level courses.
- Use more effectively the results of initial assessment of students' and apprentices' English and mathematics skills to ensure that teaching more effectively supports students and apprentices to improve their skills and GCSE grades.
- Ensure that all students receive detailed feedback and information on their current performance and progress and are set the demanding targets that challenge them to improve, and enable teachers to monitor progress more effectively.
- Ensure the rigorous and consistent application of quality improvement systems across all areas of the college so that;
 - staff are set specific targets for improvement and individual accountability for students' outcomes
 - good practice identified through quality systems is shared more widely to reduce variations in performance across campuses, courses and individual members of staff.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ Swift and appropriate action taken by newly appointed senior managers early in 2013 led to a rapid in-year reversal of the slow progress that students, particularly on A-level qualifications, were making. Consequently, the success rate remained slightly above the average for sixth-form colleges and the proportion of students obtaining A* to B grades improved compared to the previous year, particularly in English, performing arts, media and communications. However, for A levels as a whole, high grade pass rates remained slightly below the average. ▪ Success rates for AS-level qualifications remained below average in 2012/13 and the proportion achieving A* to B grades declined in many subjects. The proportion of students who progressed to A-level qualifications after completing AS-level declined compared to the previous year. The college recognises the need to improve AS-level outcomes in the same way as they have with A-level outcomes and now have a challenging improvement strategy in place. ▪ Students' progress compared to their below-average prior attainment, although good in a minority of A-level subjects, was too slow in many A-level and most AS-level subjects in 2012/13. As a result too many students did not achieve their expected grades. This year the college has introduced considerably more robust procedures for recording key aspects of students' outcomes, including progress towards achieving their target grades. As a result the proportion of students making better progress towards achieving their target grades has increased, as has the proportion that have remained on their qualifications compared to the same point in time last year. ▪ The number of students on vocational programmes, particularly at advanced level, has continued to rise. Overall success rates at intermediate and advanced level are high and a good proportion progress well compared to their level of prior attainment. The proportion of apprentices that achieved their qualification last year was high in sport, direct learning support, business and administration. The proportion of apprentices that achieved was lower than the national average in early years and playwork, and health and social care. However, since the 	

restructuring of the apprenticeship delivery team, apprentices in all subjects are now making good progress.

- The proportion of students aged 16 to 18 who improve grades in GCSE English to A* to C increased in 2012/13 and is now adequate. In GCSE mathematics however, the improvement was only modest and too many students did not improve their grade sufficiently.
- Attendance, although varied between subject areas, has improved. Students are punctual and enjoy their time at college. Students and apprentices develop good personal, social and employability skills through their courses and wider enrichment activities. There are no significant gaps in achievement rates between different groups of students.
- The college has improved its recording of students' progression and destination details, reducing the number of unknown outcomes. In 2012/13, a high proportion of students who completed A levels progressed into higher education and a high proportion of students completing vocational courses progressed to employment, apprenticeships or higher education.

The quality of teaching, learning and assessment

Good

- Rapid and enthusiastically applied improvements in most aspects of teaching and learning mean that students and apprentices now benefit from good provision. The considerable pace of improvement is such that teaching, learning and assessment are now better than outcomes for students, which still require improvement.
- Teachers have responded well to management's challenge, coaching and training, and in the classroom encourage learning in a variety of engaging ways. Teachers have renewed motivation, which translates into high expectations of their students. This much-improved level of teaching and learning is relatively new across the college. It requires still further refinement to eradicate the now small proportion of weaker and variable practice.
- Teachers, tutors and specialist staff provide a high level of support, in and out of the classroom. This ensures that an increasingly high proportion of students stay on their courses and plays an important part in creating a friendly positive learning environment that appeals to the great majority of students. This enthusiasm for learning is particularly commendable given the poor quality of parts of the college buildings.
- Teachers use their subject knowledge, and their improving teaching techniques, to plan and teach well in most areas. An increasing and imaginative use of learning technology, particularly videos, and approaches that ensure the full involvement of students in such things as peer reviews, or round robin contributions to debate, make learning more effective. However, a very few examples of the poorer teaching that the college had hoped it had eradicated still exist, with, for example, poor planning leading to teaching that fails to extend students' knowledge, by just requiring them to repeat simplistic exercises.
- The college's systems for identifying those who need specialist support are good, leading to a useful range of well-targeted help in and out of class, covering learning, social and physical needs. Where substantial support is provided, students succeed well. However, the information on such things as initial levels of English and mathematics skills, and even what support is provided, is not shared effectively between all teaching staff, limiting the potential to dovetail teaching strategies with specialist support.
- Systems for monitoring and reviewing students' progress have been strengthened significantly. Teachers and students use a range of systems appropriately, including electronic records and regular tutorials, to monitor and review progress and encourage higher standards. The majority of teachers do this successfully, but there are still variations in the effectiveness of the approach, with, for instance, a lack of challenge for a minority of the more able students, or poorly phrased targets that do not help students understand exactly what they need to do to improve their learning.

- Managers are now focusing on improving assessment practices to the same high levels seen in teaching and learning. Students receive good verbal feedback. However, in a minority of areas, the prompt and effective marking of written work requires improvement.
- The policy for the improvement of students’ English and mathematics is appropriate, particularly given the requirements of study programmes. This translates into such things as an increasing number of students taking GCSE classes in these subjects, a better understanding among students of the importance of these topics, and a much-improved emphasis on these subjects in other classes.
- The provision of advice and guidance for students is good. This starts with the offering of useful advice to pupils at the many schools that have links with college. Effective enrolment procedures, including helpful open days and the involvement of curriculum staff, ensure that students start on the right course. Guidance on opportunities after college has improved significantly, with an extensive range of advice and events covering higher education to employment; however, a few students require even more advice on non-university options.
- The promotion of equality and diversity is satisfactory. In all areas of the college the routine of life and learning are sensitive to the needs of students who learn well through example. However, teaching does not explore some of the more demanding elements of diversity extensively. As with most other aspects of teaching and learning, recent policies and plans to help with this are now in place, and are being given a much greater priority now that the main elements of teaching have been improved.

Early years and playwork	Good
Apprenticeships	

- Teaching, learning and assessment are good as reflected in the majority of apprentices being now on target to complete within the planned timescale. Since the delivery team was restructured and new management arrangements established during the summer of 2013, retention and attendance have improved significantly and are now good. Apprentices enjoy their learning activities, produce a good standard of work and make good progress in workshop sessions.
- Staff support learners well to develop essential skills for employment in the sector, for example, teamwork, communication and reflective practice. The majority of apprentices progress to further learning, gain full-time employment or promotion, for example as room leader. One male previously not in education, employment or training, progressed from his apprenticeships to an advanced apprenticeship and now owns his own nursery.
- Well-planned workshop sessions enable apprentices to draw on their experiences in the workplace to explore topics well. Apprentices enjoy and benefit from opportunities to practise strategies helpful when working with children. For example, in a practical session for advanced apprentices the teacher demonstrated skilfully the importance of circle time to aid children’s development of communication and social skills.
- The small and enthusiastic staff team are well qualified and experienced, using this to enhance learning very effectively. They routinely encourage reflection on how new knowledge will improve professional practice. Apprentices work well in pairs and as small groups, sharing information and checking learning.
- Assessment is well planned and timely. Apprentices value the detailed and constructive oral feedback on their work. However, too much written feedback lacks sufficient detail to enable apprentices to reflect on and improve their work. Assessors visit apprentices with their employers frequently, when they discuss apprentices’ and employers’ requirements well. Formal action plans, however, focus predominantly on the achievement of units, lacking targets for personal or career development.

- Support for apprentices is very good. Close collaboration with employers ensures seamless support in the workplace and college, and enables apprentices to demonstrate their knowledge and skill to meet awarding body requirements. However, there is insufficient challenge to extend apprentices that are more able or assist them to develop study skills essential for progression to higher education.
- Employers are fully aware of the progress made by apprentices. They contribute well to formal reviews of progress, setting specific targets for improving essential skills in the work setting. For example, a very quiet and shy learner had a target to read to one child then to a small group. This was very successful in building her confidence and skill.
- Initial advice and guidance have improved significantly. Employers, reflecting on the situation prior to the summer of 2013, comment on apprentices now being more suitable and motivated to achieve. Advice and guidance for progression are comprehensive, linking apprentices well with outside agencies where appropriate, for example the Connexions service or higher education providers.
- The new strategy to improve functional skills teaching shows early signs of improvement. Timetabled sessions with a number of drop-in workshops and on-demand examinations, enable many to gain the qualifications early in their programme. However, apprentices have insufficient opportunities to gain confidence and competence in the use of specialist equipment essential to their work, such as interactive whiteboards.
- Apprentices have a good understanding of how to keep themselves and children safe. They recognise and value individual differences and the importance of inclusive practice.

Science

16-19 study programmes 19+ Learning programmes

Requires improvement

- Teaching, learning and assessment require improvement. Although not yet good, they have improved from 2012/13 when outcomes for learners were inadequate.
- Recently appointed curriculum managers have very quickly established a culture of ambition and challenge for staff and students. Managers have brought about significant improvements in classroom teaching and learning. However, improvements in assessment and target setting have been slower. A significant minority of students are not making good enough progress towards achieving target grades.
- Most students develop good practical skills and are competent in conducting experiments in biology and chemistry. In physics, students demonstrate a good understanding of instruments used in astrophysics. For example, all students in one lesson produced good diagrams of ray paths through Cassegrain and astronomical telescopes without reference to textbook or notes.
- Teachers are knowledgeable and enthusiastic and make good use of information technology to promote learning. However, the quality of classroom teaching varies too much. Inspectors saw teaching ranging from outstanding, to requiring improvement.
- In lessons where learning is most effective, students benefit from carefully planned activities that provide opportunities to examine and understand key scientific concepts. In a biology lesson, students learned about mitosis by viewing video without sound. They learned by providing a commentary explaining and predicting stages of cell division unfolding in the film. Finally, students conducted an experiment to identify the key stages of mitosis in a plant by triggering cell division, using microscopes appropriately to observe the process. Students were making excellent progress towards achieving above their target grades.
- Where learning is less effective, teachers provide insufficient focus on encouraging students to improve their performance against target grades. In these lessons, students are less responsive,

reluctant to answer questions and make noticeably slower progress towards achieving higher grades.

- Initial assessment and support provided for students to improve English and mathematics skills are satisfactory. However, science teachers do not have access to this information routinely, preventing them from considering it when planning learning. Although teachers arrange support classes for those identified as requiring them in their main science subjects, attendance at these is particularly poor.
- Although assessment has improved on all science courses in the current year, it is not yet good. Homework and formal assessments are now set and marked on a regular basis. There is a much better focus on examination techniques in assessments in the current year. However, the quality of written feedback from teachers to students is generally brief and provides too little detail on how to improve.
- The development of English skills during science classes is good. Most teachers ensure that learners use proper scientific terminology and spell words correctly. Many teachers challenge students by asking for example: 'What is a good A-level way of saying this?' This proves to be highly effective in encouraging students to use language at an appropriate level in their examination answers.
- Managers and staff have brought about significant improvements in the quality of advice and guidance for students, previously identified by the college to be inadequate. Students receive particularly good advice and guidance when applying for university.
- The promotion of equality and diversity is adequate. Students have a satisfactory understanding of issues such as bullying and harassment and feel safe in the college environment. Different groups of students work well together in class, respect each other's views and opinions and collaborate effectively in group learning tasks.

<p>Sport</p> <p>16-19 study programmes</p> <p>19+ Learning programmes</p>	<p>Good</p>
--	-------------

- Teaching, learning and assessment are good, which reflects students' outcomes. The majority of learners achieved their qualifications in 2012/13 although success rates were below average on a small number of BTEC and A-level courses. Current students are making good progress with a good proportion on target to achieve higher grades in both A-level and vocational programmes in sport.
- Attendance has improved and is now good. Students enjoy developing good professional coaching and team-leading skills. Aspirational teaching inspires students to develop good communication, high-level technical sports skills and professional codes of conduct that are invaluable to reach personal sports representational goals and to support progress to high-level courses or university.
- Teachers and coaches are good role models in sport and use their expertise very effectively to promote excellence in sport, encouraging students to achieve higher levels of performance. The sports enrichment programme allows students to participate in competitive activity often to a high or representational level, for example, by representing England in lacrosse.
- In the majority of good or better lessons, students apply their knowledge of anatomy and physiology effectively to principles of training and improvement in sports performance. Staff encourage students to develop good study skills, enabling them to review critically and analyse each other's coaching techniques. They provide objective feedback to peers, helping the whole group to improve their coaching techniques and skills.
- In a minority of lessons, teachers do not challenge students sufficiently. In these lessons, they are not actively encouraged to take ownership of their learning or engage in a sufficiently wide

range of independent activities. Teachers do not use available resources well to make these lessons more interesting and challenging.

- Students receive good, frequent feedback that helps them make good progress. The majority of students are achieving higher grades. The vast majority of students' work is of a good standard and well presented. Students are encouraged to prepare good and sometimes excellent coaching plans, which they use expertly during micro coaching sessions.
- Teachers do not use initial assessment consistently to plan learning that meets individual students' needs in the early stages of courses effectively. Staff carrying out initial assessment tests do not routinely share English and mathematics results well enough with the sports department.
- Teachers provide clear explanations that help students to improve their skills and acquire good standards in written English and mathematics. They apply complex theoretical principles to learning to make mathematics relevant. For example, by examining theories relating to weight gain and the effects on physical fitness, calculating body mass index based on relevant case studies and working out respiratory and perceived exertion rates during exercise.
- Students receive good advice and guidance through individual review sessions with personal tutors, who review progress against personal targets and address support requirements effectively to meet additional learning needs. However, staff do not encourage students sufficiently to set their own personal targets or have ownership of their learning and progress.
- In the majority of lessons, teachers challenge students to consider the importance of considering equality and diversity in sport and participants' needs through study of sporting role models. Students are highly aware of safe practice in sport and adhere to health and safety regulations rigorously.

Visual arts, media and communication

16-19 study programmes
19+ Learning programmes

Good

- Teaching, learning and assessment are good. This reflects an improved position from last year when some of the outcomes for students were mixed and required improvement. Success rates were high for the majority of courses, although low for diplomas in creative media production. The progress made by most students is improving compared to last year.
- Where learning is most effective, teachers have very high aspirations for students who respond by engaging with their teachers and each other well. The pace of most lessons is demanding and teachers encourage students to develop their own ideas and thoughts through critical discussions and reflection. Students become confident in their understating of their subjects and the creative process. Teachers manage the transition to greater independent learning by most students very well.
- Teachers explain theoretical principles clearly. They use resources and the virtual learning environment very well to support, direct and extend students' understanding. However, in a few lessons the work set lacks focused references to contextual, historical or contemporary practice. Consequently, some students fail to develop fully challenging and insightful ideas.
- Most film and media studies students demonstrate deep understanding of their subject vocabulary and the terminology to describe genre, and critique production values precisely. Art, design and media production students are encouraged to use technical language fluently and practise their selection, editing and digital skills well to develop ideas further. However, teachers do not always encourage art students to develop drawing skills to a higher level that would enable them to communicate their ideas visually with more confidence.
- Teachers are attentive to the progress of all of their students. Verbal feedback is highly focused, constructive and frequent during lessons. In the better examples of written feedback, teachers

explain clearly to students by referring to the grading criteria, the theory and conceptual understanding they must apply to improve their work.

- Electronic tracking of students’ progress has improved considerably this year and is bringing about more consistent assessment and feedback across the two campuses. Students feel well supported and receive good advice on joining the college and in preparing for the next stage in their education or employment.
- Students at both campuses benefit from visits and events that enrich their education. Students at Marple visit museums in London and Liverpool to extend their historical understanding. The campus at Cheadle hosted a media production fair attended by universities and employers, linking students well to the professional world.
- Teachers develop the English and presentation skills of students through critiques and discussion in the majority of lessons. Teachers help students to improve by appropriate guidance in analytical and evaluative writing in essays, sketchbooks and journals. Teachers encourage students to improve mathematics skills using numbers to calculate scales, ratios and proportion in drawing. Film and media students solve time-based calculations efficiently.
- The promotion of equality and diversity within the curriculum is very good. In nearly all lessons, students explore a diverse range of cultural and creative influences that expand their understanding of society and difference. During one film studies lesson, students explored the social effects of disadvantage, crime, punishment and redemption through analysis of message and values in the narrative of gangster films.

<p>Business management, law and legal services</p> <p>16-19 study programmes 19+ Learning programmes</p>	<p>Requires improvement</p>
---	-----------------------------

- Teaching, learning and assessment require improvement, which reflects outcomes for students in this subject area. In 2012/13, success rates declined on too many qualifications as did the proportion of students achieving their target grades. However, some aspects of students’ outcomes have improved this year; most students enjoy their lessons, are making good progress, gain in confidence and use appropriate business and legal terminology.
- Managers and teachers are committed to improving teaching and learning across the provision and engage actively in the many college-wide strategies aimed at securing improvement. In the increasing proportion of lessons where learning is more effective, teachers plan learning well, making good use of high-quality learning resources. The introduction of new learning booklets is helping students to stay on target and prepare well for summative assessments.
- Teachers are well qualified and use their practical experience in business and law well to link theory to practice. Where learning is better, teachers use technology well, adding value to the learning activities and helping students to understand complex theories in a real-life situation. For example, one teacher used a video clip from a news programme well to help students explore the difference between knowingly and unknowingly obtaining services dishonestly.
- In lessons where learning is less effective, of which there are still too many, teachers do not plan learning activities well enough to challenge students to make good progress based on their individual starting points and to meet their targets. Work set is undemanding, does not challenge the more able students sufficiently and does not generate enough discussion or opportunity for students to explore the subject deeply enough. A few students in these lessons are not interested and become disruptive.
- In the majority of lessons, teachers provide good verbal feedback to students, identifying what they need to do to improve and how to achieve high grades. This is not the same for much of the written feedback, however. Students on AS and A-level courses receive annotated assessment feedback giving advice on how to improve examination answers. For other students,

written feedback is variable in quality and usefulness. Too much is generic and does not provide clarity of how to improve the work. Students, in particular those who are not meeting their predicted target grade, are not set sufficiently precise short-term improvement targets.

- Teachers correct spelling and grammar on students' work; however, guidance or planned activities to improve mathematics and employability skills do not receive a high enough profile in lessons. Although a high proportion of business and law students recently attended an employment progression day, students have few opportunities to have any work experience.
- Information, advice and guidance are satisfactory. Students that plan to progress to higher education are given good support to write their personal statement, prepare for interview and choose the right university course to meet their career goals. However, support and career guidance for students not planning to progress to higher education is too variable to prepare them well and make appropriate choices for their next steps.
- Teachers create a positive and safe learning environment. However, in many lessons, they do not exploit subject-based opportunities to encourage students to explore diversity. For example, in a business case study where the topic considered a hypothetical, planned expansion into the wider European Union area, students were not prompted to consider cultural differences of the new market area.

The effectiveness of leadership and management

Good

- Many significant improvements have taken place at Cheadle and Marple Sixth Form College since the last inspection found leadership and management to be inadequate. From February 2013, under a newly appointed, dynamic and inspirational Acting Principal, a detailed and focused five-year strategic plan clearly redefined the college's vision and mission with measurable milestones towards achieving challenging strategic objectives. The annual development plan allows progress to be easily monitored and evaluated.
- The strategic plan includes a clear repositioning of the college to reflect the different nature of the two campuses. The stated priorities for this plan are to restore the college's reputation, quality and academic success.
- Following the last inspection, governors swiftly recognised the need for rapid improvement. Decisive action led to reinvigorated leadership of the college with a clear priority to improve teaching and learning. Governors have reorganised to ensure a clear focus on teaching, learning and assessment and have carried out a needs and skills audit to seek to strengthen their expertise to better support and challenge the senior team. The Corporation members have received training in the current year and they now receive many detailed reports, although these are not always sufficiently succinct or evaluative.
- Now confirmed in post, the Principal and a newly appointed senior team are leading a very demanding pace of change with other managers and teachers to bring about measurable improvements in teaching, learning and assessment, and in outcomes for students. An innovative approach, launched in February 2013, to address poor student progress that if left unaddressed had been recognised would lead to further declines in students' outcomes, was successful in doing this and also secured modest improvements in the 2012/13 outcomes. A-level success rates were maintained and high-grade pass rates improved. There remains some variation in the performance of different courses and subjects. The college's self-assessment acknowledges this and challenging improvement plans are in place.
- A dynamic and relentless culture of improvement has improving teaching, learning and assessment as the key priority. Managers report a rapid pace of change, as do the remaining students who started their learning at the college prior to the last inspection. Where required, leaders address poorer performance robustly. A refreshed and revised approach to observations of teaching and learning and then support to improve weaker areas is having a very positive impact. Teachers receive good support to address areas for improvement through carefully planned and very effective work with coaches. Common weaknesses identified inform a

responsive professional-development programme that is invigorating teachers and their approach to learning.

- Leaders have introduced a new and robust performance-management approach for managers and teachers. Detailed evaluation of staff performance and development needs have supported many teachers to make significant and rapid improvements to their practice. Individual performance targets set for staff are not always sufficiently specific to allow for individual accountability for students' outcomes however.
- Quality assurance procedures, although significantly improved, still require further embedding and refinement to ensure they are having the same level of impact across all areas of the college. For example, leaders implemented a thorough new self-assessment process across the college in 2013. At a college and curriculum level, there is a detailed review of past performance but the reports vary in the level of critical evaluation. Departmental quality improvement plans are not yet consistent in their approach to setting targets to address the remaining variability in students' outcomes across subject areas.
- Cheadle and Marple Sixth Form College is ambitious to be an outstanding college within its community, and for its community. It offers a range of adult and leisure courses as well as opening its Cheadle campus on a Saturday and making sporting facilities on both campuses available to community groups. Previously strained relationships with a community group in Marple have improved through proactive relationship building. Through key new appointments and extensive liaison with schools, the college has reversed declining recruitment and there are increased applications for September 2014.
- The college is proud of its inclusive curriculum with provision from entry level through to advanced level with plans to deliver higher-level qualifications. This inclusive approach across the college promotes equality and diversity well. Managers have eliminated all significant gaps in success rates. Students are proud that those with learning difficulties and disabilities are integrated into their college community.
- The college uses a good range of approaches to gather students' opinions in curriculum areas and across the college, including an annual conference. Managers report resulting actions to students in a variety of ways including a conference report. Changes made in response to students' views include the provision of new informal seating at the Buxton Lane site and more educational trips in some curriculum areas.
- The college meets statutory requirements to safeguard students and apprentices. Managers have addressed robustly, lower rates of male students' satisfaction with safety at the Cheadle campus through a variety of appropriate measures.

Record of Main Findings (RMF)**Cheadle and Marple Sixth Form College**

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Early years and playwork	2
Science	3
Sport	2
Visual arts	2
Media and communication	2
Business management	3
Law and legal services	3

Provider details

Type of provider	Sixth form college							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 2,141							
	Part-time: 993							
Principal/CEO	Mrs Jenny Singleton							
Date of previous inspection	December 2012							
Website address	www.camsfc.ac.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	25	18	315	13	1,382	164	N/A	N/A
Part-time	4	31	35	213	43	146	N/A	N/A
Number of traineeships	16-19		19+		Total			
	N/A		N/A		N/A			
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	79	31	45	106	N/A	N/A		
Number of learners aged 14-16								
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ N/A 							

Contextual information

The college has two campuses, one in Cheadle and a split site campus in Marple. Although both in Stockport, the two campuses are around nine miles apart and serve different communities. The borough of Stockport is relatively prosperous, although pockets of social and economic disadvantage exist. Serving some of the less prosperous areas, including South Manchester, the Cheadle campus caters for students from more diverse backgrounds than the Marple campus. The proportion of school leavers attaining five or more GCSEs at A* to C including English and mathematics in Stockport is above the national average. Unemployment in Stockport is lower than the national rate and the rate for the North West region.

Information about this inspection

Lead inspector

Malcolm Fraser HMI

Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the Assistant Principal Teaching, Learning and Assessment as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

