

## Full-time provision for 14- to 16-year-olds

**Good**

- There are currently 178 full-time learners aged 14 to 16, of which 91 are in Year 10 and 87 in Year 11. Many learners experienced disruption to their education before starting at the college. A large proportion did not progress well through key stage 3 schooling. The college offers a broad curriculum that meets statutory key stage 4 requirements. Learners study a mix of GCSE and vocational courses that prepare them well for their next steps.
- In the majority of cases, lecturers plan, prepare and deliver interesting and engaging lessons that promote good progress, based on learners' needs. For example, learners on a catering course research recipes using a mystery bag of ingredients. They plan to prepare, cook and serve the dish professionally, developing technical catering skills alongside creativity and resourcefulness.
- Lecturers and assistants identify where learners need further help and support them well. In chemistry, teaching assistants support learners effectively to work through extra questions. They check their understanding and encourage independent learning and concentration. In a few lessons, lecturers do not routinely provide challenging tasks for the most able learners. As a result, these learners find the work too easy and some display low-level disruptive behaviour. Consequently, these learners do not make enough progress.
- Learners gain good practical skills in their vocational lessons, preparing them well for further studies and employment. For example, in painting and decorating, learners used the correct brushes for painting different surfaces. They successfully applied wallpaper horizontally using the concertina method. Performing arts learners performed a well-coordinated short musical theatre routine. They incorporated dance and singing with energy and focus.
- Learners develop their English and mathematical skills well in lessons. Lecturers encourage learners to extend their vocabulary and use appropriate terminology. Learners improve their confidence in using numeracy to solve problems and complete practical tasks. For example, learners on an automotive course were confident in their use of formulae to work out tyre pressures. In a small minority of lessons, lecturers do not routinely check that learners have acted on the feedback given on their written work. As a result, a few learners continue to make the same mistakes in their spelling, punctuation and grammar. GCSE English and mathematics lecturers struggle to meet the needs of the range of abilities of all learners.
- Leaders, managers and staff have high expectations of learners. They work hard to ensure that learners are supported and nurtured to do their best. Recently appointed leaders of the full-time 14 to 16 provision have improved the way in which learners' progress is monitored. Lecturers use the assessment of learners' starting points effectively to set learners challenging targets and actions for improvement. Consequently, the majority of learners understand what they need to do to improve.

- Leaders use the pupil premium well to ensure that these learners make good progress, engage with their learning and achieve as well as their peers. Teaching and learning assistants support learners in lessons well. They help them to improve their concentration, independence and subject-specific vocabulary. Extra revision sessions, the funding of trips and visits and the provision of rewards for improved attendance and behaviour motivate learners to achieve and make progress.
- Leaders ensure that the discrete area for learners aged 14 to 16 is safe and secure. They make appropriate checks and monitor that learners are safe when they access other areas and attend work experience at external venues. Learners feel safe in college and have a good understanding of how to stay safe online. They can explain what it means to be radicalised and can give examples of groups who promote extreme views. The tutorial programme is focused on key topics that may affect young people, such as knife crime, child sexual exploitation and bullying.
- Leaders and staff develop learners' spiritual, moral, social and cultural understanding successfully. The curriculum includes lessons in personal, social and religious education to meet the statutory requirements of key stage 4. Learners, a high proportion of whom have complex social, emotional and behavioural issues, benefit from highly effective personal and pastoral support. Consequently, they engage more successfully in college and at home and make progress in their studies.
- In the majority of lessons, learners' behaviour is good. They concentrate on their work, ask questions and work well, both independently and with their peers. For example, learners in science worked well together to describe the process of distillation and correctly label a diagram. In a minority of lessons, lecturers do not act promptly to address low-level inappropriate behaviour. Attendance in too many lessons is low due to the very poor attendance of a minority of learners.
- Lecturers plan appropriate work experience and enrichment activities that allow learners to develop their employability skills well. For example, learners took part in mock interviews led by local employers. They develop their confidence, communication and curriculum vitae writing skills.
- Learners receive the careers advice and guidance that they need to make informed choices about their next steps. A high proportion of learners progress to further study and a few go onto an apprenticeship or employment.