

Selby College

General further education college

Inspection dates

5–8 December 2017

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good	Adult learning programmes	Good
Personal development, behaviour and welfare	Good	Apprenticeships	Good
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Outstanding

Summary of key findings

This is a good provider

- Apprentices and learners develop good personal and work-related skills which prepare them well for their future careers.
- The 16 to 19 study programmes prepare learners very effectively for their next steps, and the very large majority of learners progress to further learning, employment or apprenticeships.
- Leaders and managers have created a positive culture and ethos of tolerance and respect. As a result, learners' behaviour is good around the campus and at work.
- Leaders and managers have managed the financial position of the college carefully, and have invested in excellent accommodation and resources.
- Leaders ensure that the curriculum aligns well with local and regional economic priorities.
- Staff provide learners and apprentices with good teaching, feedback and support. This ensures that high proportions of learners and apprentices achieve their qualifications.
- Too little teaching, learning and assessment on 16 to 19 study programmes challenges the most able learners sufficiently.
- Managers do not identify areas for improvement accurately enough in their evaluation of the quality of education and training. As a result, the actions for improvement that they identify are not precise enough to address rapidly the issues identified.

Full report

Information about the provider

- Selby College is a general further education college in North Yorkshire. Courses range from entry level to higher education and include adult learning programmes and apprenticeships. The majority of learners follow 16 to 19 study programmes which are offered in most subject areas and include A levels. The college has a main site to the south-east of the town and a small centre providing adult learning in the town centre. Two subcontractors offer courses in Doncaster: DC Training and Development Services Ltd provide apprenticeships in warehousing and distribution, and Club Doncaster Foundation provide 16 to 19 study programmes in sport.
- The proportion of pupils at Selby who achieve grade 5 GCSEs in mathematics and English is above the national average. The proportion of the population who are economically active is above the national average, whereas the proportion educated to level 3 is less than that nationally.

What does the provider need to do to improve further

- Teachers on 16 to 19 study programmes should plan and use learning activities that challenge the most able learners to extend their knowledge and understanding, so that they make the progress of which they are capable.
- Leaders and managers should ensure that their evaluation of the quality of education and training accurately identifies the areas for improvement.
- Leaders and managers must ensure that, where the quality of education and training is not of a high enough standard, they set precise actions and targets, so that they make the required improvements more rapidly.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have been highly successful in establishing partnerships with local and regional employers, the local authority and local enterprise partnerships. These partnerships ensure that leaders and managers plan effective programmes that equip learners with the skills required to find work in the local area, such as in construction and warehousing.
- Staff at all levels ensure that the college is inclusive, and that learners are tolerant of their peers and respectful to staff, visitors and other learners. The behaviour of learners is good, and learners are encouraged to be themselves and enjoy their education.
- The principal and the governors have set a clear strategic direction for the college and have managed the college's financial position carefully. The strategy has resulted in excellent teaching accommodation, equipped with high-quality industry-standard resources. Leaders and managers ensure that teachers make good use of the resources to prepare learners effectively for work. Leaders recognise that the decline in the number of learners on 16 to 19 study programmes poses a risk to the long-term sustainability of good-quality education and training at the college.
- Arrangements to manage subcontracted provision are strong. Managers assure the quality of subcontractors in the same way that they do with curriculum departments in the college. They provide appropriate support to subcontractors and, as a result, the quality of education and training in DC Training and Development Services Ltd and Club Doncaster Foundation is good.
- Managers deal effectively with the performance of staff where they deem it falls below the acceptable standard. They have strengthened recently the system for observing teaching, learning and assessment and, as a result, are able to act quickly to improve weaker performance.
- Leaders and managers at all levels do not identify accurately enough all the areas that require improvement when completing self-assessments of the quality of education and training. In a minority of cases, managers overestimate the quality and effectiveness of the courses that they provide. Plans to make improvements lack precision in the identification of appropriate actions.
- Managers monitor the performance of different groups of learners well so that they can take appropriate steps to help underperforming groups to make progress in line with their peers. As a result, they have reduced achievement gaps between different groups. For example, learners from 'Other White' backgrounds achieved less well than their peers on 16 to 19 study programmes. Consequently, managers provided courses in English for speakers of other languages to support these learners to make better progress, and the achievement gap has narrowed. Recently, learners from disadvantaged backgrounds did not make their expected progress on level 3 programmes and so managers monitor more carefully their progress to ensure that it is in line with their peers.
- Managers track the destinations of learners on 16 to 19 study programmes carefully. These learners receive good-quality careers advice and guidance that they value highly. Managers do not monitor sufficiently the destinations of adult learners and apprentices,

and so do not fully evaluate the impact of the training they provide on learners' future careers.

The governance of the provider

- Governors possess a diverse range of specialisms, bring a wealth of experience to the role and provide good support for the senior leaders. They use their skills effectively to shape the strategic direction of the college. They have a good understanding of most aspects of the college's activity, and recognise the key strengths and the strategic risks.
- Where governors identify gaps in their collective knowledge, they target the recruitment of new members effectively and appoint governors to complement their skill set.
- Following the sharp decline in 2015/16 in the progress that full-time level 3 learners on 16 to 19 study programmes made, governors now receive regular reports about learners' progress and achievements. They have received training recently to ensure that they are able to use this data confidently and, as a result, they challenge senior managers more effectively about the quality of education and training.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff use appropriate policies and procedures to promote safeguarding well. They make the required employment checks and follow safe recruitment processes. Staff receive suitable safeguarding training for their role within college.
- Learners feel safe and know how to report any concerns. They know how to keep themselves safe in practical lessons and at work, and they display safe working practices.
- The majority of learners understand the risks of extremism, how to spot the indicators of radicalisation and whom to speak to should they feel unsafe. However, too few learners are aware of the regional risks of extremism.
- Staff develop good initiatives to support learners suffering from anxiety and other mental health issues.

Quality of teaching, learning and assessment

Good

- Teachers and assessors are knowledgeable and well qualified. They use their knowledge and industry experience well to plan learning that captures learners' interests. Learners value the way that their teachers relate teaching to real life and work situations. For example, in music, learners work very effectively with local professional artists in the recording studios to record music tracks using professional recording equipment. In geography, learners thoughtfully consider the impact of rising sea levels and coastal erosion on poor island communities.
- Resources and accommodation to support learning are excellent. In vocational subjects, resources reflect industry standards well. For example, in construction, learners access high-quality work areas relevant to their trades. Learners in hairdressing work in a well-equipped salon replicating a commercial setting.
- Teachers ensure that learners on vocational courses develop good practical skills, which

they need for their future careers. For example, in the college restaurant, learners on level 3 programmes develop managerial skills by briefing level 1 and level 2 learners about the menu and explaining how to greet customers in the restaurant.

- Learners rightly appreciate the comprehensive support that they receive. Teachers and assessors provide good support for learners who fall behind to help them to catch up. Learners who need it receive effective additional support based on their individual needs.
- Teachers use learners' starting points and information about their ongoing attainment to plan learning that enables the vast majority of learners to make their expected progress. As a result, a high proportion of learners and apprentices achieve their qualifications.
- Teachers and tutors assess the starting points of most learners and apprentices thoroughly. For learners on A-level courses and those on level 3 vocational programmes, teachers use this information well to set target grades for learners to achieve. Learners fully understand their targets and the progress they are making towards achieving them.
- Learners receive clear and helpful feedback on their work from their teachers and assessors. This ensures that they understand what they need to do to improve the standard of work in order to demonstrate more fully their knowledge and understanding. In too many instances, teachers do not provide feedback on the quality of learners' written skills. Consequently, a minority of learners develop these skills insufficiently well during their courses. Apprentices and learners on A-level courses develop their written skills well.
- In too many theory lessons on 16 to 19 study programmes, teachers' expectations of the most able learners are too low. Teachers do not support the most able learners to extend their thinking and deepen their learning. Consequently, too many of these learners receive insufficient challenge to meet their full potential. Teachers provide good, challenging learning activities for adult learners.
- Teachers ensure that learners and apprentices explore equality issues and celebrate diversity on their courses. For example, learners in GCSE English sensitively discuss the acceptability of tattoos within the workplace. Apprentices clearly recognise the importance of workplace adjustments to ensure equality of opportunity.

Personal development, behaviour and welfare

Good

- Learners and apprentices display good attitudes to learning. They are well motivated and take pride in their work.
- As a result of their participation in learning, apprentices and learners develop self-confidence and improved communication skills. Apprentices in the workplace display professional attitudes in their job roles. Learners develop collaborative skills and recognise the importance of teamwork to being successful in the workplace.
- Learners are polite and well behaved in all areas of the college and at work.
- Learners and apprentices develop their vocational skills to a high standard, which prepares them well for their future careers. Apprentices confidently describe how they have improved their job-specific skills as a result of the training that they receive.
- Learners apply their digital skills to their learning very successfully. Adult learners on distance learning courses use an online learning platform effectively, which enhances

their knowledge, understanding and information technology (IT) skills. Teachers on 16 to 19 study programmes make good use of digital learning resources to promote learning and further develop learners' IT skills.

- Teachers equip learners with the skills for independent study well. Managers have recently introduced independent study to learners' timetables within 16 to 19 study programmes, and learners use this time well. They quickly apply themselves to their work and remain focused. Adult learners successfully complete courses by distance learning, with many producing work of a very high standard.
- Learners on 16 to 19 study programmes receive good careers advice and guidance and, as a result, they are well prepared for their next steps in education, training or work. Staff do not routinely provide ongoing careers advice to those adult learners and apprentices who would benefit from it.
- Learners and apprentices have a very good understanding of how to keep themselves safe including when online. Adult learners have a very good understanding of the dangers of extremism and what they should do if they suspect someone is being radicalised. Learners aged between 16 and 18 demonstrate less comprehensive understanding.
- Attendance is good overall, but too low in English and mathematics and in a minority of courses for adult learners. Apprentices' attendance at work is excellent.

Outcomes for learners

Good

- A high proportion of learners on 16 to 19 study programmes achieve their qualifications. The proportion of learners who stayed to the end of their original programme declined slightly last year but remains high. Of those who left their course early, a minority gained an apprenticeship. The others either secured employment or started other courses within the college. In the current year, an increased proportion of learners have been retained on their original course compared with the same point in the previous year.
- The proportion of apprentices who achieve their qualification in the planned timescale is high. The largest apprenticeship programme is in warehousing and distribution. DC Training delivers this apprenticeship for the college, and secures a very high level of achievement with almost all those who achieve doing so within the planned time. A high proportion of management and manufacturing apprentices complete their programmes successfully, but the proportion who complete within the planned time has declined slightly. Too few apprentices in health and social care complete their apprenticeship.
- A high proportion of adult learners achieve their qualification. The proportion declined very slightly last year, but achievement remains above the national rate. The vast majority of adults study level 2 courses very successfully but, of those who achieve, a minority do not complete within the planned time. A very high proportion of adult learners on functional skills courses achieve their qualifications, and almost half of those studying for GCSE mathematics and English achieve a high grade.
- Taking into account their starting points, most level 3 learners on 16 to 19 study programmes make the expected progress. Learners on biology, psychology and law A-level courses make good progress, as do those on applied science and public services vocational courses. At other levels of study, learners on 16 to 19 study programmes make the expected progress and develop good vocational skills.

- Learners and apprentices produce work of a high standard. Learners in art and design develop high levels of skill as shown in the work displayed around the college. Adult learners on the teaching assistant courses produce work of a very high standard, which they use successfully within their workplaces.
- The vast majority of learners on 16 to 19 study programmes move on to further learning or employment. A high proportion of level 3 learners gain places at university. A quarter of level 2 learners successfully gain apprenticeships and this proportion is increasing. Almost all apprentices remain in full-time employment at the end of their programme.

Types of provision

16 to 19 study programmes

Good

- At the time of the inspection, 1,135 learners were on 16 to 19 study programmes. Almost two thirds of learners study at level 3 with just under a third of these learners studying A levels. A tenth of learners study at Club Doncaster Foundation. The subject areas with the most significant numbers are science and mathematics, leisure, travel and tourism, arts media and publishing, languages, literature and culture, preparation for life and work, business administration and law.
- Leaders have recently introduced enhanced assessment and tracking procedures for level 3 learners, and teachers ensure that learners are fully aware of their target grades and their current progress. Current level 3 learners make the expected progress.
- Guidance and support tutors provide good advice to learners at level 3 to ensure that their improvement targets are precise and helpful. However, in too many subjects, the target grades are not sufficiently challenging for the most able learners. The improvement targets for vocational learners at level 2 and below are not consistently helpful in identifying the aspects of their work that learners need to improve.
- Teachers develop learners' use of technical language well. They provide helpful explanations and demonstrations to ensure that learners apply theory to practical and assessment tasks.
- Teachers provide helpful feedback to learners, which enables them to improve the standard of their work and their skills, knowledge and understanding.
- Comprehensive arrangements exist to provide work experience, and a high proportion of learners benefit from placements in line with 16 to 19 study programme requirements. Internal placements and community projects are organised for learners not deemed ready for external placements. Learners develop good skills for work, such as verbal communication and leadership skills, and they demonstrate appropriate work behaviours and attitudes.
- Teachers ensure that learners participate in a range of enrichment activities to promote their self-confidence. For example, learners in travel and tourism visited Heathrow Airport to spend a day exploring fully the role of cabin crew within a major airline.
- Learners receive good careers advice and guidance. They value the support that they receive from their guidance and support tutors to prepare them for their next steps. The large majority of learners progress to positive destinations.

- The initial advice and guidance that study programme learners receive is less effective at ensuring that learners enrol on the correct programme at the beginning of their studies. A minority of learners begin A-level programmes and then transfer to vocational courses during their first year or after they receive their AS-level results.
- In 2016/17, the progress of learners towards achieving high grades in GCSE mathematics and English was too slow. Managers have implemented actions to support the more rapid progress of current learners and, consequently, learners now develop their mathematics skills to a high standard.
- Learners feel safe and know how to keep themselves safe when working online and using social media. They know how to report any safeguarding concerns.
- All staff ensure that learners develop a good understanding of life in modern Britain. Teachers cover these topics effectively during learners' inductions to the college. They incorporate key issues into useful wall displays and computer screensavers, and reinforce them in their teaching. For example, teachers in sport successfully raise learners' awareness of gender differences in professional sport.

Adult learning programmes

Good

- The college has 649 adult learners on programmes. Just over half study by distance learning and just under half are taught within the college. The distance learning programmes are short courses and include health and social care, business administration and customer service. College-taught courses include qualifications in mathematics and English, access to higher education, and supporting teaching and learning in schools.
- The large majority of learners achieve their qualifications and develop high levels of knowledge and understanding in a wide range of subjects.
- Teachers have high expectations of what their learners can achieve. Learners often produce work which is above the minimum standard required for the qualification.
- Teachers plan learning well, based on learners' starting points, and support the most able learners to fulfil their potential. They successfully support learners on the access to higher education course to achieve high grades.
- Learners benefit from good one-to-one support from their teachers. Learners who have been out of education for a long time grow in confidence and make good progress. Feedback on learners' progress is helpful and enables learners to improve their skills, knowledge and understanding.
- The processes for tracking the progress of learners are very effective. Teachers quickly identify learners who fall behind and provide good support to enable them to catch up rapidly. Consequently, the vast majority of learners make good progress.
- Teachers ensure that learners can apply their learning well to their workplace. For example, learners apply very effectively their newly learned knowledge in managing challenging behaviour to their own job roles in schools.
- Adult learners receive good advice and guidance at the beginning of their programme. They are well informed about the requirements of their chosen course and, as a result, very few leave their programmes early.

- Learners have a good understanding of safeguarding and, for the many learners who work with children, a sophisticated understanding of how to keep children safe.
- Teachers ensure that learners studying qualifications in English and mathematics make good progress in developing their skills. Tutors on the distance learning courses do not ensure that learners improve their written presentation skills sufficiently well.
- Attendance at a minority of classroom-taught subjects is too low.
- In a minority of classroom-taught subjects, teachers do not check learners' understanding adequately. Too often, teachers move too quickly between topics and learners lose focus and make slow progress.

Apprenticeships

Good

- There are 640 apprentices in five sector subject areas, the largest of which is warehousing and distribution. The large majority of apprentices follow programmes at intermediate level and are over the age of 24. There are 32 apprentices on the new standards in food and drink maintenance, food and drink production, and engineering.
- Leaders and managers work closely with local employers to ensure that the apprenticeships offered meet their needs. As a result, the number of apprentices has increased.
- Managers coordinate the training that apprentices receive very well. They carefully monitor the training that takes place away from the workplace to ensure that apprentices receive their entitlement. They quickly resolve issues if they arise.
- Assessors communicate with employers and apprentices very effectively. Most employers regularly take part in reviews of apprentices' progress, and provide support to enable apprentices to achieve.
- Employers rightly appreciate and benefit from the skills and knowledge that apprentices develop. They value apprentices' positive contribution to the workplace.
- Assessors effectively check apprentices' understanding of all aspects of their training. This encourages apprentices to reflect carefully on their learning and deepen their knowledge and understanding.
- Assessors use their technical and vocational expertise well to develop apprentices' skills and knowledge. For example, in joinery, apprentices produce mortice joints on doors to a high standard and are proud of their work. In engineering, apprentices complete practical tasks to a high standard.
- Apprentices benefit from high levels of care and support that enable them to develop their self-esteem and confidence. This ensures that they are able to meet the demands of their job roles to a high standard.
- Most assessors develop apprentices' writing skills well. They help apprentices to devise effective strategies to address weaknesses. These include the development of good proofreading skills that help apprentices to enhance the quality of their work.
- Too often, assessors do not challenge the most able apprentices to develop their skills beyond the minimum required for the qualification. This is particularly the case in warehousing and distribution where a very high proportion achieve the apprenticeship but

few extend their skills to a higher level.

- A minority of apprentices, particularly in health and social care, have been too slow to achieve the English and mathematics requirements of their apprenticeships. Managers have improved how they determine apprentices' starting points so that they can support their progress more effectively, but it is too early to judge the impact of this on improving the proportion of apprentices who complete their programmes successfully.

Provider details

Unique reference number	130592
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	3,576
Principal/CEO	Allan Stewart OBE
Telephone number	01757 211 000
Website	www.selby.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	61	72	345	473	729	104	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	77	345	29	163	-	26		
Number of traineeships	16–19		19+		Total			
	1		-		1			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	3							
At the time of inspection, the provider contracts with the following main subcontractors:	DC Training and Development Services Ltd Club Doncaster Foundation							

Information about this inspection

The inspection team was assisted by the deputy principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

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