

Yeovil College

General further education college

Inspection dates

4–7 October 2016

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	Provision for learners with high needs	Good
Overall effectiveness at previous inspection			Good

Summary of key findings

This is a good provider

- Governors, senior leaders and managers, working closely with staff, have ensured that the quality of provision and outcomes for learners have improved over the previous three years.
- College leaders have improved the quality of provision. They have created a culture in which staff work resolutely in the best interests of their learners and the college is a purposeful community.
- Excellent and productive partnerships with the college's local communities, especially with local employers, ensure that courses prepare learners well for progression to employment or further education and training.
- The proportion of learners who successfully complete and achieve their qualifications has risen over the previous three years and is now high. Learners on vocational courses and apprentices aged 16 to 24 are particularly successful.
- Children looked after, those previously on free school meals and those who have learning difficulties and/or disabilities receive well-planned support, education and training that ensure that a high proportion complete and achieve their qualifications.
- Apprentices gain the skills and confidence they need to secure permanent jobs or to gain higher levels of responsibility or promotion.
- Learners are very respectful of each other and staff and behave well around the college.
- Teachers develop learners' work-related skills and understanding of employment well. They effectively draw on the expertise they gain from working in industry when teaching.
- A wide range of additional activities, including high-quality work placements, enriches learners' study programmes.
- Senior leaders have set clear, high expectations for the promotion of mathematics and English. Their investment in training for staff ensures that they promote learners' understanding of mathematics particularly well.
- The proportion of learners on AS- and A-level courses who are successful has increased, but still too many leave before taking their AS-level examination or do not secure the grades which they are capable of achieving on these courses.
- In a small number of cases, teachers do not set learners work or activities that maintain learners' attention or challenge them to produce work of a high enough standard.

Full report

Information about the provider

- Yeovil College is a tertiary college, with most learners attending a campus near the centre of the town. The college has a specialist centre for motor vehicle courses nearby and a small centre in Shaftesbury. Most of the 3,100 learners are aged 16 to 18 and are enrolled on study programmes or apprenticeships.
- A high proportion of local employment is in the health care, retail and administration sectors, with a smaller proportion in the engineering and manufacturing industry. Employment rates in South Somerset are slightly higher than in the rest of the South West and well above the average for the country. However, earnings are low, particularly for women. The percentage of 16- to 18-year-olds in Somerset who are not in education or training is slightly below the national average. A slightly higher proportion of pupils in Somerset than the national average make the expected progress in English and mathematics between the ages of 11 and 16. The percentage of 16-year-olds passing five GCSEs at grades A* to C, including English and mathematics, is similar to the national average.

What does the provider need to do to improve further?

- Leaders and managers should ensure that improvements in teaching, learning and assessment lead to improved outcomes in the minority of areas in which too few learners achieve their qualifications.
- Leaders and managers should ensure that all teachers use relevant activities to capture learners' interest and check learners' understanding in order to ensure that learners consistently make progress and produce work of a high standard.
- Leaders and managers should ensure that staff use information about AS- and A-level learners' prior achievements more effectively to set these learners targets to achieve the grades of which they are capable and ensure that their standards of work are consistently high.

Inspection judgements

Effectiveness of leadership and management

Good

- Following the college's deterioration in performance after the previous inspection in 2012, and with the appointment of the current principal nearly three years ago, leaders and managers have successfully improved the quality of provision and outcomes for learners.
- At the same time, they have been tackling the college's inadequate financial position. The Skills Funding Agency (SFA) considers that leaders and managers are making good progress with implementing the financial recovery plan. However, at the time of inspection, a notice to improve from the SFA remains.
- The principal and governors have successfully introduced an open and consultative management culture in which staff now share a common purpose and work in the best interests of their learners.
- Governors, leaders and managers have set clear strategic priorities for the college in a three-year strategic plan which places learners, and their success, at its heart. The plan clearly states how governors, senior leaders and stakeholders will be able to evaluate their success in meeting the strategic priorities.
- The financial challenges facing the college have not prevented leaders from providing suitable and safe learning environments for their learners. Judicious use of constrained budgets has ensured that teaching areas are suitably resourced for learning. The college's excellent partnerships with local businesses have resulted in state-of-the-art equipment that learners use to practise and demonstrate industry-standard skills. For example, learners on catering courses benefit from the kitchen equipment donated by a local builders' merchant.
- The college's work with its local communities is excellent. As a result, employers, schools, parents and learners value the contribution the college makes to improving the lives of local people. For example, a company had intended to stop using the college to train its apprentices due to the deteriorating quality of the training. The college has quickly changed the apprenticeships to the satisfaction of the company. The college's work with schools is good, and includes an innovative programme for local sixth-form pupils in which they study their vocational subjects at the college.
- The college's insightful knowledge of its local communities, together with its good use of local labour market intelligence, ensures that staff understand the needs of prospective learners and plan courses accordingly. Leaders and managers ensure that students receive good, impartial careers guidance.
- Leaders manage the college well. An effective management structure was implemented in late 2014, in which middle managers became accountable for the quality of provision for specific groups of learners and their outcomes. They carry out their responsibilities effectively and senior managers support and hold them to account well.
- College leaders have a good understanding of the college's strengths and weaknesses and have closely analysed the reasons for the small proportion of courses that still need to improve and are taking appropriate actions. They have produced an ambitious operational plan and use this to monitor, record and communicate progress on improvements. Since the previous inspection, they have improved considerably the extent to which they take employers' views into account when planning and reviewing courses.

- Leaders and managers ensure a high standard of teaching and assessment for most learners through rigorous performance management of teachers and good professional development. However, managers have not made improvements to teaching in a small number of lessons and activities, across the college, where teachers do not provide learners with opportunities to make sufficient progress.
- The college's strategic priority – to improve learners' English and mathematics skills – is increasingly leading to effective teaching and improved outcomes for learners. Managers recognise that a small number of staff in these subjects need to make further improvements to their teaching and ensure that learners attend lessons regularly.
- Leaders and managers successfully promote equality and diversity in the college. The proactive safeguarding, equality and diversity group works well with staff and learners throughout the college to promote effectively an ethos of equality and of valuing others' beliefs, attitudes and values. Learners are well prepared for life in modern Britain. Managers and teachers successfully develop learners' understanding of tolerance, mutual respect and individual liberty and integrate these fundamental British values into courses and wider life at college.

The governance of the provider

- Governors have a good understanding of the college's strengths and weaknesses and work closely with college managers to secure improvement. Together with senior managers, they clearly set out their expectations for the performance of the college and its staff.
- Governors use their good mix of professional and personal experiences to serve the best interests of the college and its learners well. They scrutinise closely the work of managers and learners' performance and, during the current financial recovery, monitor the college's finances well. They have purposeful discussions that lead to well-informed decisions about the college's strategy and performance.
- Governors use their good knowledge of the college's local communities and employers well to help managers understand local demand for education and training.
- Governors use their insight into the college's activities, gained through their links to departments in the college, particularly well to inform their decisions and to hold senior managers to account.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding is well managed, with its overall effectiveness closely monitored by the safeguarding, equality and diversity group. An up-to-date safeguarding action plan is used well to focus staff on the most important aspects of safeguarding.
- Both staff and learners are well trained and briefed on safeguarding and the college's arrangements for raising concerns. The college specialists in safeguarding share their expertise with the college's local communities and work well with external agencies.
- The college carries out comprehensive recruitment checks on staff and keeps thorough and up-to-date records.
- Leaders and managers have made sure that their responsibilities under the 'Prevent' duty are seamlessly incorporated into their good safeguarding structures. Staff are trained well in understanding the risks of radicalisation and extremism and ensure that learners develop an appropriate understanding of these risks.

Quality of teaching, learning and assessment

Good

- The good teaching, learning and assessment across all provision types lead to good and improving outcomes for most learners. Most teachers carefully plan activities that lead to effective learning in lessons, the workplace and independent study. As a result, most learners enjoy their learning, are well motivated and acquire the knowledge and skills they need to progress to further study or employment.
- In most cases, teachers use an effective range of well-thought-out methods and resources to foster learners' enthusiasm for enquiry and learning. For example, teachers frequently direct learners to explore answers to their own questions rather than provide answers for them.
- Teachers are well qualified and have relevant expertise and industry experience. Most teachers make good use of these to plan their teaching. Teachers on vocational courses routinely use real-life examples from their work experience to reinforce learning. For example, in health and social care, teachers draw from examples of working with a range of different client groups to illustrate the barriers faced by the diverse groups of people who use services within the care sector.
- Teachers provide effective and constructive feedback to learners during lessons and on marked work. Apprentices also benefit from frequent reviews of their progress by their assessor and employer. As a result, learners and apprentices have a good understanding of what they need to do to improve their knowledge and skills. Teachers use observations of learners' activities, practical work and written assignments to monitor their progress effectively. Across all provision types, most teachers set specific targets to promote learning in small incremental steps that are relevant to learners' individual abilities. Teachers routinely monitor learners' progress in relation to these targets.
- The college has a clearly outlined, and well understood, strategy for improving learners' English and mathematics skills. Staff use creative approaches, such as wall displays showing conversions of common fractions, percentages and decimals, to promote the importance of mathematics. Most teachers confidently promote mathematics and English when teaching, regardless of their curriculum area. As a result, learners develop their skills well. However, in a small number of cases, teachers do not integrate mathematics sufficiently into their teaching.
- Teachers make good use of opportunities to help learners understand their responsibilities to treat people fairly and celebrate diversity. Across all provision types, teachers and assessors use contemporary themes to teach equality and diversity. For example, assessors used the Paralympics as a theme to promote apprentices' understanding of equality. In a health and social care session, learners practised sign language words they had learned in a previous session and that were relevant to working with people in care settings. Learners demonstrate high levels of respect for each other and also for staff.
- Learners benefit from appropriate resources, such as two well-equipped learning resource centres, e-books and a range of resources available through the virtual learning environment (VLE). These help learners develop and apply effective study skills.
- Learners' programmes are enriched by employers who come into the college to evaluate the relevance of vocational programmes and whether learners are developing the appropriate skills that employers demand.

- Most teachers take good account of learners' starting points in their teaching and assessment. They assess learners' skills and knowledge well and most use this information well to plan relevant learning.
- In a minority of cases in study programmes, adult provision and off-the-job training for apprentices, teachers do not focus enough on meeting the individual needs of learners or on matching activities to their specific abilities. As a result, in a few cases learners become bored, uninterested and easily distracted from assigned tasks. In a few instances, teachers focus on providing learners with information and pay too little attention to whether learners understand what they have been told.

Personal development, behaviour and welfare

Good

- Learners demonstrate high levels of confidence in the classroom and the workplace. They talk confidently about their work and the skills they are developing for the workplace.
- Most learners exhibit high levels of positive behaviour in the college and in the workplace. The rare occurrences of pejorative language are tackled swiftly and effectively by staff and other learners.
- On most courses, learners produce work of an appropriate standard and the standard of practical work for motor vehicle apprentices in the workplace and brickwork learners is particularly strong. In a minority of courses, most notably in AS and A level, the standard of work falls below that expected.
- Learners benefit from a good range of activities, including high-quality work placements, which enhances and enriches their main study programme and develops their skills for future employment and independent life. Learners with high needs enjoy fitness coaching by the sport students; business administration apprentices benefit from masterclasses and external visits and public services students gain an insight into prison life from an external speaker from the charity Prison Trust. A growing number of learners now take part in local, regional and national competitions, for example World Skills, which support their development of industry standard skills and develop their resilience.
- Learners benefit from good careers advice and both initial and ongoing advice and guidance. They praise the support they have received to ensure that they are on the correct programme. One adult learner noted positively the support he had received to successfully change his career path as a result of effective advice and guidance.
- Learners and apprentices feel safe and arrangements for health and safety are effective, both at college and in the workplace. Learners have a good understanding of issues relating to safeguarding, including radicalisation and extremism, and know how to report a concern if they feel unsafe. Learners understand the specific health and safety requirements for their subject and adhere to these in the classroom, the workshop and the workplace.
- Learners mostly attend lessons regularly and punctually, particularly those aged 16 to 18. Attendance is high in engineering, A levels, sport, travel, public services and hospitality.

Outcomes for learners

Good

- In the three years up until 2014/15, an increasing proportion of learners successfully completed their qualifications due to managers' focus on improving the quality of provision and the curriculum offered. The majority of learners remain on their courses and a high proportion gain their qualifications. This upward trend has continued in 2015/16 and qualification outcomes are now high.
- Learners aged 16 to 18 on vocational courses are particularly successful, and an increasing proportion of learners on the small AS- and A-level provision pass their qualifications. However, too many still leave their AS-level course before taking their examination.
- In most subject areas, the proportion of learners aged 16 to 18 who successfully complete their course has increased, or remained high. For example, from a low base in 2012/13, achievement rates in engineering are now high. In a small number of subject areas, such as business and administration, too many learners are still unsuccessful.
- The college has ensured that the proportion of adults successfully completing their qualification has risen and is now high. In 2014/15, this had fallen slightly from previous years due to too many learners leaving their course without completing their qualification. In 2015/16, the proportion of learners retained on their course increased, particularly at levels 1 and 2. In most subjects, a high proportion of learners pass their qualification but in a small number of areas such as business, health and care, and level 1 mathematics too few learners complete and achieve their qualification.
- Up until 2014/15, the latest year for which there is comparable data for other providers, a high proportion of learners achieved functional skills qualifications. This has fallen slightly at level 2 as more learners take a GCSE who would previously have taken a functional skills.
- A higher proportion of learners in 2015/16 passed their GCSE English and mathematics at grade C or above than in the previous year and this compares favourably to the success of learners in similar providers. At the time of inspection, the results for a small group of 16- to 18-year-old learners, studying a level 2 qualification in English, were yet to be received.
- The college closely monitors learners' progression and collects information about the destinations of all learners that complete their course. A very high proportion of apprentices remain in employment, with a high proportion gaining promotion, greater responsibility or other enhancements to their career as a result of their apprenticeship. Learners' progression into employment is good and improving.
- There are no significant differences in the outcomes for most groups of learners, including those previously on free school meals and looked-after children. However, the small cohort of 16- to 18-year-old-learners with mixed heritage do not do as well as other learners.
- The proportion of learners achieving high grades in vocational and academic qualifications has improved since the previous year but the proportion of learners achieving the grades they should expect, based on their starting points, had fallen in 2014/15 at A and AS level and was particularly low at AS level. The college's data suggests a slight improvement in 2015/16. The proportion of learners on vocational courses that achieve the grades

expected, based on their prior attainment, has improved, particularly for learners on one-year diploma courses.

- Most apprentices complete their apprenticeship programmes successfully and the number who do so has risen over the last three years. The proportion of apprentices aged 16 to 18 and 19 to 23 who achieve their apprenticeship has improved greatly and is very high. These represent three quarters of apprentices at the college. The proportion of apprentices aged 24 and over achieving their apprenticeships last year was lower than in previous years; most apprentices who did not complete were printmakers who had been made redundant.
- Two thirds of apprentices complete their apprenticeship within the planned time, and this has remained consistently high over the last three years. Too many apprentices in electrical installation and automotive studies do not make rapid progress and do not complete their apprenticeships quickly enough.

Types of provision

16 to 19 study programmes

Good

- The college has 1,377 learners on 16 to 19 study programmes, with the highest number of learners on vocational courses in hair, beauty and hospitality, sport, travel and tourism and the arts. Approximately one eighth of learners on study programmes study A-level courses.
- Study programmes are well managed. Leaders and managers effectively identify areas for improvement and have supported staff to make changes that improve the learners' experience. As a result, the proportion of learners who pass their qualifications has increased since the previous inspection and is now high.
- The large majority of teaching and assessment helps learners to acquire the skills and knowledge they need to move onto the next stage in their education or career. Teachers mostly take into account learners' starting points and personal circumstances when planning courses. Where this is weaker in AS- and A-level provision, too many learners are not achieving the grades of which they are capable. Teachers mostly provide a range of activities suited to the most and least able learners that are interesting and maintain learners' interest and motivation.
- A very high proportion of learners, including learners on AS and A-level courses, benefit from high-quality work experience opportunities. These contribute well to learners' understanding of the workplace. The college's links with an extensive range of employers are used well to ensure that work experience placements are relevant to learners' aspirations. Learners mostly reflect well on what they have learned on work experience, but teachers do not set sufficiently precise targets for their placements to ensure that they gain the maximum benefit from their time spent in industry.
- Staff have good links with schools and work collaboratively with external organisations to ensure that learners needing support have arrangements in place from the start of their course. Support from teachers and specialist staff in lessons is good; as a result, learners in receipt of support remain focused, complete activities well and make good progress.
- Good impartial advice and guidance ensure that learners are on the right course for their

chosen career. Learners receive very helpful careers guidance that helps them to progress successfully to their next step. A high proportion of learners progress into employment while others successfully secure places at university or on an apprenticeship.

- Learners develop very good personal and practical skills for employment, such as communication and teamwork, particularly in hair and beauty, hospitality, construction, sport, engineering and public services. In sport, for example, learners develop communication, practical and coaching skills by working in local schools and football clubs. In early years, learners investigated the range of resources that children from different ethnic groups need in order to do as well as other children.
- The majority of learners make good progress from their starting points in English and mathematics. Teachers quickly find out learners' level of skills and knowledge and ensure that learners are placed on the right level of course. Energetic and enthusiastic teachers motivate learners well by setting them interesting tasks that are well suited to their stage of development. The most skilled teachers provide additional exercises for those learners waiting for individual help to ensure that they maintain concentration and continue to work hard. In a small number of cases, teachers do not correct learners' English errors appropriately or provide them with suitable strategies to improve spelling, punctuation and grammar.
- In a small number of cases, teachers do not plan lessons to include activities suited to learners with different levels of ability. As a result, a small number of learners become bored or distracted by each other or use their mobile telephones. Teachers do not always recognise the impact of a lack of language skills for the small number of learners who speak English as a second language at the beginning of their course. Progress for some of these learners is slow because they do not understand the work they have been set.

Adult learning programmes

Good

- Four hundred and twenty-two adult learners are enrolled on a range of full- and part-time courses, mostly in English, mathematics, English for speakers of other languages (ESOL), hairdressing, beauty and access to higher education.
- Teachers use their excellent subject knowledge, and recent industry and business experience to provide highly relevant activities and examples that improve learners' work and their knowledge of industry standards. For example, in beauty and hairdressing, teachers ensure that learners understand the importance of working quickly and to a high standard.
- Most learners enjoy well-paced and relevant activities that enthuse them and develop their understanding of their chosen sector and employment. Hair and beauty learners, for example, demonstrate professional standards and apply their knowledge of legislative requirements such as the Data Protection Act, protecting information, health and safety and equality and diversity. Learners on access to higher education and professional courses develop their English and mathematical skills well. They increase their understanding and use of complex technical language and analyse complex written information and data well.
- Teachers quickly establish an excellent rapport with their learners and use this effectively to promote equality, tolerance and respect. As a result, learners help each other to learn through supportive discussions and gain confidence in their own abilities. Learners who

have personal and social issues, which have been barriers to learning, take an active part in lessons and make rapid progress. Teachers effectively improve learners' understanding of diversity through their teaching. For example, hairdressing learners research the country in which products originate and how these were developed for particular hair types.

- Managers have devised a curriculum that equips learners with the skills to meet local priorities in engineering, nursing and midwifery. The majority of learners who completed access to higher education courses in health, social care and science progressed to universities to study nursing or midwifery. A high proportion of adults taking GCSE English and mathematics achieve a grade C or above.
- Leaders and managers have successfully improved access to higher education and hairdressing courses, which has increased the previously low proportion of adult learners who completed and achieved their qualifications. Learners develop a thorough understanding of their options for employment or higher-level learning as a result of high-quality careers advice and guidance. However, a small number of learners on the access to higher education course, who have not achieved a grade C or above in GCSE in mathematics or English, do not receive information and guidance on university entry criteria quickly enough to decide whether to retake their GCSE and too many do not achieve these qualifications.
- Teachers do not consistently plan their teaching to take full account of different levels and abilities or learners' skills and understanding. As a result, a small number of the most, and least, able do not make the progress of which they are capable.
- In a minority of lessons, teachers do not check that all learners understand theoretical concepts and practical application before moving on to the next activity and a small number of lessons for adults do not include enough activities that enthuse learners for their subject.

Apprenticeships

Good

- Over a quarter of the college's learners are on an apprenticeship with the largest number on apprenticeships in construction, engineering, hospitality, health care and information technology.
- A high, and increasing, proportion of apprentices achieve their framework within the expected timescales. Managers have taken appropriate actions to improve the small number of subjects that had been weaker in previous years and now only a small number of apprentices do not complete their apprenticeship in the expected timescale.
- The college has responded admirably to the government priorities for apprenticeships. A high proportion of apprentices are aged 16 to 18 and college leaders have concentrated on recruiting people in their local area to apprenticeships that meet local and regional priorities.
- Programmes are well planned and managed, with appropriate numbers of well-qualified teachers and assessors. Apprenticeships delivered by subcontractors are of a high quality and the college has chosen these subcontractors well in order to meet local employment priorities.
- Very strong links with employers and local business organisations underpin the strengths

in apprenticeships. Employers willingly contribute to planning the apprenticeships, providing guest masterclasses, donating equipment and ensuring that the skills taught are those most needed by industry. Most employers work closely with teachers to ensure that on- and off-the-job training are linked, although this good practice is not yet apparent in all areas of the provision.

- Practical training and assessment is particularly good. Trainers and assessors have up-to-date knowledge and industry experience. They act as good role models and are well respected by employers and learners.
- Standards of work are good. Brickwork apprentices work competently and safely from the start of their programme; they construct internal and external walls which are square, plumb and well pointed. At work, level 2 motor vehicle apprentices carry out diagnostic testing on cars, replace and test components and show good customer service skills.
- Teachers, assessors and apprentices use technology well to enhance learning and record achievements. Many apprentices record examples of their work using mobile phone applications, which they upload to electronic portfolios. This helps apprentices take ownership of their training and increases the pace of progress. Teachers and assessors monitor and review apprentices' progress closely and frequently and ensure that apprentices meet the challenging targets they set.
- Apprentices develop good English and mathematical skills in the workplace and lessons. Apprentices use dictionaries to research new words and their meanings, and well-designed quizzes help them solve mathematical problems they may encounter in the workplace. However, in a small number of cases, teachers do not identify the support apprentices need with English and mathematics when they start their apprenticeship.
- Equality and diversity are explored well with apprentices; teachers clearly explain why they are important to the success of a business. For example, beauty apprentices learn how to respect clients' strong religious beliefs and confidently attend to their requirements in beauty salons.
- In a small minority of off-the-job theory sessions expectations for apprentices' performance are not high enough and activities are not planned well enough. In these, teachers do not sufficiently link the work to apprentices' experiences in the workplace and some activities are too easy. In a minority of lessons teachers use resources, such as externally produced presentations, which do not effectively link to either the college resources or learners' workplace experiences.
- In a small number of functional skill sessions apprentices are not encouraged to think and contribute well enough and teachers do not check sufficiently if they have understood the lesson's content.

Provision for learners with high needs

Good

- Thirty-five learners with high needs are enrolled. Twenty of these are on discrete courses for learners with high needs and 15 attend mainstream courses. A high proportion of learners achieve their qualification.
- Discrete courses are well led and managed and specialist staff support teachers across the college to ensure that learners' needs are met. Managers ensure that courses enable learners to progress to appropriate employment, become as independent as possible, and

play a positive role in adult life. As a result, learners are well prepared for their next steps.

- The curriculum in the discrete provision is suitably varied and learning programmes are individually tailored and challenge learners well. Learners enjoy college, develop confidence and improve their communication. They develop independence well by, for example, improving their ability to travel independently and carrying out work in work placements with a decreasing amount of supervision. Learners with low levels of skill or particular needs are on courses which are well designed to ensure that they progress into vocational study which enhances their potential to gain employment.
- Most teaching and assessment is effective. Staff question learners skilfully to test their learning and extend their understanding. They provide useful verbal feedback so that learners know what to do to improve.
- Staff use a range of information from local schools, local authorities, parents and support agencies to ensure that learners' transition from school to college is smooth. Staff monitor learners' progress and welfare closely and ensure that parents and carers are provided with information about these. Learners build their confidence by frequently evaluating their progress, and use this to plan their next steps and reach their goals.
- Partnerships with local employers and voluntary organisations ensure that learners can sample a variety of jobs and make informed decision about what they want to do when they leave college. All learners take part in work placements which prepare them well for their future lives. Staff monitor learners' progress on work placements closely. A high proportion of learners progress into employment at the end of their course.
- Learners who are not yet ready for an external work placement benefit from innovative internal schemes to introduce learners to workplace routines and behaviours. For example, learners develop their communication skills and build their confidence to enter the workplace by taking responsibility for waste paper disposal from offices across the college – initially supported or in pairs but, as their confidence grows, increasingly independently.
- Staff undertake a wide range of continuing professional development which is carefully tailored to improve their understanding of the specific needs of individual learners. A good programme of bespoke training from health professionals ensures that teachers and support teams develop the specialist skills to support each individual learner's needs.
- Learners view the college as a very safe learning environment and one which enables them to improve their lives. Staff and learners value and respect each other.
- In a small number of cases, learners are not given sufficient guidance on how to approach the task set during lessons, which slows their progress.

Provider details

Unique reference number	130805
Type of provider	Tertiary College
Age range of learners	16 to 18/19+
Approximate number of all learners over the previous full contract year	3,115
Principal/CEO	Mr John Evans
Telephone number	01935 423921
Website	www.yeovil-college.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)	274	103	426	182	701	140	0	11
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	231	176	189	200	3	15		
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	35							
Funding received from:	Education Funding Agency and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Integer Training Limited Train 4 All Yeovil District Hospital The Arnewood School Civil Skills Plus LGS Transport Training							

Information about this inspection

The inspection team was assisted by the 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

Steven Tucker, lead inspector	Her Majesty's Inspector
David Martin	Her Majesty's Inspector
Helen Flint	Her Majesty's Inspector
Carolyn Brownsea	Ofsted Inspector
David Baber	Ofsted Inspector
Lyn Bourne	Ofsted Inspector
Priscilla McGuire	Ofsted Inspector
Tricia Pugsley	Ofsted Inspector
Tracey Griffin	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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

Learner View is a 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.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016