

# Cornwall College

General further education college

**Inspection dates** 1-4 December 2015  
**Overall effectiveness** **Good**

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

## Summary of key findings

### This is a good college

- Links with employers are very strong and are used well to provide relevant and effective learning opportunities for students.
- There are deeply rooted partnerships with a wide range of local communities and organisations that raise aspirations of local people and provide programmes that help them to fulfil their potential.
- Teaching, learning and assessment are good across the full range of campuses, community venues and on employers' premises.
- Students are confident, articulate and well behaved. They clearly enjoy their time at college.
- Students develop a good range of skills that stand them in good stead for entry into the world of work.
- Students and apprentices receive very good support from their teachers and tutors. There is a high standard of care and respect for others across the college.
- Governors have a very good understanding of the college and the further education sector. They provide excellent strategic direction and effective challenge to senior managers.
- The recent merger with the former Bicton College was managed well. Improvements are already evident at the Bicton campus.

### It is not yet an outstanding college

- Success rates, attendance and students' progress need to improve on English and mathematics courses.
- Not all teachers consistently provide sufficiently challenging activities to stretch their more-able students.
- Teachers and assessors do not give sufficient prominence to equality and diversity in their lessons and progress reviews. Consequently, students are not always fully prepared to work in a multicultural society.

## Full report

### Information about the college

- Cornwall College is a very large general further education college with seven campuses in Cornwall. In March 2015 the college merged with Bicton College, a medium-sized, land-based college in East Devon. The college offers courses in all subject areas, including an extensive land-based curriculum reflecting the rural economy of the region it serves. In 2014, the college was awarded the Queen's Anniversary Prize for its work in skills development across the region's rural economy.
- Despite its image to visitors as an idyllic rural retreat, Cornwall's economy is weak enough to be one of only two regions in the UK to have poverty-related grants from the European Union. The local economy is characterised by low household incomes, low skill levels and high rates of seasonal unemployment. The small and widely dispersed communities do not have strong public transport links which can make access to education and training difficult.

### What does the college need to do to improve further?

- Set high standards for teachers when formulating action plans following lesson observations, especially focusing on challenging more-capable students to fulfil their potential, and ensure that improvement actions identified are completed quickly.
- Implement the well-considered college strategies to ensure that all students fully develop their English and mathematics skills and gain their qualifications in these subjects.
- Through a programme of staff development, ensure that teachers and assessors have the confidence to promote discussion about equality and diversity in their lessons and progress reviews.

## Inspection judgements

### Effectiveness of leadership and management is good

- College leaders have maintained the strengths identified at the previous inspection by continuing to change and refine the college's offering to ensure that it focuses well on the industries in Cornwall and the needs of local employers. College leaders retain the long-standing trust of partners who share the college's aim to improve the education and skills of people in Cornwall. As the college extends its reach beyond Cornwall, it is integral to regional initiatives aimed at improving the economy of the South West peninsula.
- Leaders have an excellent understanding of the local employment needs as a result of very close collaboration with local businesses and sophisticated and insightful research into current and future employment needs. The college acts as a catalyst for raising the skills of the local workforce by bringing together large, small and micro-businesses to identify the skills they need and then training students in these skills.
- Over the last three years, college leaders have revised the management of the curriculum well to align it to the local business sectors and the five local enterprise partnership priorities. Curriculum managers and designated governors liaise closely with stakeholders in their business sector as well as overseeing the delivery of curriculum. As a result, a very large number of employers use Cornwall College to provide training that meets their business needs, particularly in the marine, land-based and visitor economies.
- The college's long-standing focus on raising aspirations has contributed well to the increase over five years in the proportion of people in Cornwall progressing into higher education and gaining qualifications.
- Managers have acted quickly to remove ineffective provision and to raise standards in some of the weaker courses they found on merging with Bicton College. Prior to completion of the merger, managers and governors at Bicton campus were supported to help them to begin to improve students' performance.
- Partnerships have been developed well to ensure that subcontracted provision provides specialist programmes that complement the college's own provision and its strategy to widen participation. There are effective controls in place for overseeing and improving the quality of this provision.
- The college has promoted the 24+ advanced learning loans locally. As a result, nearly 600 adults aged 24 and over receive a loan allowing them to take a course at the college.
- Students have a strong voice in the college. The students union is well supported and in return provides a good forum for students to practise their democratic skills: for example, through a recent conference at the Eden Project to identify topics and strategies for raising concerns. Managers responded well to feedback from 16- to 19-year-old students in 2014/15 concerning dissatisfaction with their employability curriculum by aligning it more closely to the specific vocational subject they are studying.
- Managers understand the reasons for underperformance in some areas of the college. The self-assessment report is accurate. Quality improvement processes focus well on tackling underperformance, in terms of both weaker teaching and student achievements. However, a minority of the improvement actions are not clear enough or are not implemented swiftly. Governors have set managers a clear target to improve student outcomes in these underperforming areas in 2015/16.
- Leaders have a strong commitment to improving the provision in English and mathematics. They have developed a clear and well-founded strategy and provided additional resources. In 2015/16, attendance has improved and students are more positive about the teaching of English and mathematics compared to the previous year. However, it is too early to judge fully the impact of these strategies.
- Staff and students are respectful and tolerant. Students' behaviour in lessons and around the college is good. Many students have a good understanding of diversity, but too many staff, particularly those teaching and assessing apprentices, are not sufficiently confident to promote discussions about diversity in their lessons and reviews in order to accelerate students' understanding of the multicultural world in which they will work in the future.
- **The governance of the college**
  - Governors challenge senior managers well to explain and justify the college's performance and have set clear and appropriate expectations for improvements to qualification outcomes in 2015/16. Papers they receive are clear and contain the information they need to monitor the college's academic and financial performance closely. Governors commission appropriate external guidance and reports as necessary including appropriate due diligence and external analysis prior to the merger with Bicton College.
  - Governors have a good understanding of the further education sector. They receive a wide range of useful briefing sessions. Governors contribute well to quality assurance and improvement activities. For example, they attend curriculum review meetings and chair cluster boards that oversee the work of a specific section of the college.

### ■ The arrangements for safeguarding are effective

- The college carries out appropriate checks when recruiting staff, including well-considered risk assessments when necessary. Managers have appropriate contacts with local and regional safeguarding links and sit on the regional safeguarding board.
- Students feel safe and understand the importance the college places on maintaining a safe environment for them, both in college and in the workplace. Staff are trained frequently and well. Designated safeguarding staff share information quickly across the large number of sites in order to identify and resolve issues. Incidents are dealt with well and managers evaluate their work in order to continually improve. Managers analyse data about incidents in some groups of learners but not all.
- The college has trained most staff in their duties under the 'Prevent' strategy and plans are in place to train the remainder before the end of 2015. Managers have adapted their training programmes to reflect the different nature of the college campuses on which staff and students are based.

## Quality of teaching, learning and assessment is good

- Students make good progress in lessons because teachers with good subject knowledge and expertise prepare well and plan lessons with careful attention to detail. In the majority of curriculum areas, students produce work of a good standard; apprentices in particular produce work that employers commend for its quality and for meeting the standards of the occupational area.
- Through careful planning and integration into lessons and reviews, students gain appropriate work-related skills; they develop the understanding of attributes that employers seek in employees such as commitment to completing work, resourcefulness and initiative.
- The confidence students gain from the frequent encouragement they receive helps them to learn and invites them into 'having a go' at unfamiliar work. They appreciate the orderly lessons in which they take part actively in asking questions that show they want to learn and progress.
- Teachers assess the progress of their students regularly and accurately. Written feedback from teachers provides good advice and tips on next steps for students to take. Many teachers, particularly several advanced level teachers, provide detailed and in-depth analysis that prepares students for their external examinations and for higher education. The college keeps their parents or employers well informed about their progress.
- Support in lessons from learning assistants is effective and timely. Learning assistants know how to give the right type of support discreetly and helpfully. Students develop positive attitudes to learning from this support and from the availability of being able to drop in to learning centres. Support staff in the learning centres keep an eye on students to identify whether such visits signal that more intensive support is required or whether this indicates deeper issues.
- Resources are plentiful, up to date and used well. For example, the expert tutoring and access to modern technology in media and film production has helped several students to win prestigious awards and gain work with nationally recognised producers. Students in music technology and production have produced their own records and perform to large audiences, gaining local and national recognition for their originality and innovation.
- Students receive sound, impartial advice and guidance before they enter college. They benefit from good careers advice and help to make appropriate and sensible choices for their next steps whether into higher education or employment.
- Teachers understand the importance of improving the English skills of learners and identify specific areas in their planning. However, a minority of teachers do not give enough prominence to improving students' speaking or writing skills in their lessons.
- The same approach applies to the teaching of mathematics. Teachers have sufficient awareness and confidence in how they might capitalise on the different situations in lessons to practise and improve calculating or mental mathematics skills, but a few of them are less skilled at including this in their teaching.
- In spite of their careful planning, when teaching to the whole class, not all teachers routinely check whether all students have grasped or understood taught points; they move on to the next phase too quickly, resulting in some students falling behind. They do not ask searching supplementary questions or probe understanding in depth, leading to more capable students not receiving work that extends their learning.
- The promotion of equality and appreciation of diversity in lessons and reviews is too variable. The approach adopted of dealing with topics as the situation arises is not proving to be effective enough in ensuring learners develop a good understanding of diversity or British values.

## Personal development, behaviour and welfare is good

- Students are confident and self-assured and enjoy their learning. Most demonstrate a positive attitude and good behaviour in lessons and this contributes to the good progress that they are making. Students are punctual and most are well prepared for their learning. Attendance figures overall are high, although they are low in some mathematics and English lessons.
- Students demonstrate high standards of work and good practical skills. The apprenticeship programme is particularly effective in developing confidence and skills in the workplace. Unemployed adults also make significant gains in confidence and in their employment-related skills.
- Staff are highly effective in developing skills and attitudes to prepare students for employment. The college's Universal, Specialist, Personal programme is a very well-structured framework to ensure that students' personal and work-related skills are carefully developed. Students' progress in developing these skills is monitored well.
- The personal and professional development programme includes discussion of extremism, fundamental British values and freedom of speech. Work experience is a key element of the curriculum for many students but too few undertake work experience where it is not a compulsory part of their qualification.
- Students with additional needs are supported well to gain greater self-awareness of their impact on others and how to learn effectively. For example, partially deaf students, with complex needs, benefit from volume dial cards that help them to learn how to speak at an appropriate volume for their surroundings and audience.
- Good careers guidance and comprehensive arrangements prepare students well to make informed choices about their next steps. They are clear about the progression opportunities available to them. Adult students receive very good tailored careers guidance.
- Students are safe and know how to keep themselves and others safe. Apprentices' adherence to health and safety requirements in the workplace is very good. Most students are able to demonstrate a good understanding of online safety when using social media and working online, but this understanding is less well developed for apprentices.
- Students' well-being is enhanced through the college's Sportsmaker programme which provides positive encouragement for a significant number of students from a wide range of courses to undertake exercise and embark on a variety of sports. This programme has been very successful and in particular the college has won a national award for its disability sports sessions.

## Outcomes for learners are good

- Outcomes for learners remain good, as at the last inspection. The proportion of students successfully completing their courses within the agreed timescale has improved in several areas, such as vocational award programmes at all levels. More adults are successfully completing their courses than at the previous inspection, but improvements here have not been consistent across all courses. In some areas, such as GCE AS levels for 16- to 18-year-olds, success rates have declined and are now only just above national rates. Success rates on GCE A level courses remain high. Success rates on courses at the Bicton campus have improved well since the merger, but remain below the national picture for both classroom-based subjects and apprenticeships.
- Success rates on apprenticeship provision are generally high and most exceed the national rate. Apprentices, including many of those at the Bicton campus, develop their skills well and the work they produce is of a high standard. There is a long-standing trail of success in apprenticeship work, with many examples of outstanding success rates and very high levels of skills development. Employers, especially those that have worked with the college for many years, value the work of their apprentices highly and see them as the cornerstone for a successful business.
- Students' work is of a high standard. Catering students and apprentices produce high-quality food and work at commercial speed in the training kitchens and restaurant. Media students make high-quality trailers for recently released films. Apprentices in boatbuilding and engineering train to become the master craftsmen and -women of the future. Their skills in furniture-making and fitting out yachts to the highest possible standards are second to none.
- Students make good progress into further or higher levels of study and into employment. The college pays close attention to the destinations of its students. A great many of these students progress onto higher-level courses in Cornwall College. Students completing GCE A levels and access to higher education courses make good progress to a wide range of universities. Innovative programmes for around 2,000 unemployed adults

help many of them to improve their skills and find employment. Students with high needs make good progress into further study and employment or are enabled to take care of themselves and, for the first time, live independently.

- Around 500 14- to 16-year-old school students study part time on vocational courses at the college. Nearly all of them successfully gain their qualifications and over 80% of them progress to further study at college.
- Many students achieve high grades in their GCE and vocational qualifications. A majority of students achieve grades that are higher than their entry qualifications would predict. In some subjects, for example English, some art and design courses, some business provision and care, this performance has been sustained for several years.
- There are no significant gaps between the performance of different groups over time.
- Students often develop good mathematics and English skills, but this is not consistently good across the college. Most are encouraged to develop their skills well by teachers, and current students who attend make good progress during English and mathematics lessons. Adult students do better at GCSE English and mathematics than younger students. Pass rates at grades A\* to C are rising, but remain below the national rate in English. Pass rates in GCSE mathematics are now above the national rate. Success rates for most functional skills qualifications are around the national rate.

## Types of provision

### 16 to 19 study programmes

### are good

- There are currently around 3,000 full time students on 16 to 19 study programmes in all 15 subject areas. Most study agriculture, horticulture and animal care, arts, media and publishing, health, public services and care. There are smaller numbers in business administration and law, information and communication technology and science and mathematics.
- Leaders manage the study programmes effectively to ensure students study qualifications that help them progress to their chosen career or next step in education. Students' attendance and punctuality are good in most lessons. Staff monitor students' progress across all elements of the study programme very well. Support is provided promptly to help students to stay on track to succeed.
- In the great majority of lessons, enthusiastic teachers use their considerable specialist experience, good resources and links to industry very well to teach interesting and stimulating lessons. Teaching on GCE AS and A level courses is particularly good. Students who need extra help with their learning are supported well by teachers and specialist support staff. Teachers in most vocational lessons help students to develop the English and mathematics skills relevant to their industry very well.
- Students develop very good practical skills, particularly in catering, hairdressing, technology, construction and early years. Media studies students create productions that are entered successfully into Cornwall's major film festival; early years students develop their skills in caring for babies very well and catering students produce and serve high-quality food at commercial speed for the public in the college restaurant.
- Most students arrive at lessons well prepared and keen to learn. Students often take the lead in their own learning and self-assess the quality of their own work, especially in hairdressing, bricklaying and welding. Students learn quickly and develop confidence in their skills and abilities.
- Most students enjoy their learning; they are proud of their work and make good progress. In a small minority of lessons, teachers do not have high enough expectations of the amount of work students can complete and the level of work that teachers expect from their students is too low.
- Students' written work in most subjects is good. Teachers' oral feedback to students is constructive and helpful, but teachers' written feedback does not always give students sufficient guidance to help them to improve further or consistently correct mistakes in spelling, grammar and punctuation.
- As a result of managers' actions to improve the quality of teaching and learning in English and mathematics, current students are now making good progress. In English lessons, teachers use quotations and extracts from literature to stimulate learning well; students confidently discuss, analyse and evaluate text. In mathematics lessons, students confidently practise equations and ratios that they use in their practical work. In a small minority of lessons for functional skills qualifications, teachers do not identify accurately what skills students need to improve; students make slow progress as a result. Students' attendance at English and mathematics lessons during the inspection varied markedly and was sometimes too low.
- Students are prepared well for the world of work. Good careers advice and guidance prepares students well for their next step. The large majority of them progress to employment, training or further and higher

education. Teachers use activities such as workplace simulations well to help students to develop their skills for work. Students on vocational courses have good access to work placements. Not enough students on other programmes benefit from external work placements.

- Students behave well and respect one another. Students' understanding of personal relationships, skills for work, safe working practices and next career steps are well promoted. Students feel safe at college and have a good understanding of how to keep themselves safe, both online and in their daily lives. However, teachers are not yet sufficiently confident to help students to develop their understanding of the diversity of the communities in which they live and work.

## Adult learning programmes

## are good

- At the time of the inspection there were just over 7,000 adult students. Over the full year, adult students make up over two thirds of the college's student population. Courses for adults are available in most subject areas, in community-based programmes, including short employment programmes and on full-time and part-time programmes at college sites.
- Managers have a good understanding of the needs of adult students, of their local communities and of the local labour market. They provide well-thought-out and carefully targeted programmes for adults. Highly effective partnerships with employers and Jobcentre Plus enable unemployed adults to develop good skills in areas where there are skills shortages, such as construction. Learners develop good skills across a range of trades, including roofing, stone working and bricklaying, and their progression into employment is good.
- Very effective work with community partners, including the local council and voluntary sector organisations, supports the successful re-engagement and inclusion of adults who may not have been in any form of education and training for some time. These students can clearly describe the benefits of learning in a supportive community environment. They significantly improve their confidence and develop effective collaborative and teamworking skills, improved speaking and listening skills and a good range of creative skills. The majority of them achieve their personal learning goals and apply their learning well in their personal lives and in their local communities.
- The vast majority of teachers are skilled and experienced, with good subject knowledge and technical expertise, which they use very effectively. They plan learning well and make good use of a wide range of interesting activities and well-produced learning resources. Students benefit from good individual coaching and feedback and make good use of online learning resources. They work productively, enjoy their learning and most make good progress. Students' attendance is generally good, but there are pockets of low attendance, especially in English and mathematics lessons.
- In practical sessions, teachers provide clear step-by-step instructions, very effective demonstrations and good opportunities for students to practise their skills and develop a wide range of employment-related skills. For example, beauty therapy students develop good skills in facial massage and learners in hairdressing develop very effective skills in cutting and colouring. All of them work to high professional standards.
- Students on access to higher education programmes demonstrate good levels of knowledge and understanding across the different subjects they study. Teachers' oral and written feedback on their work is clear and helpful. Students can identify clearly the specific progress that they are making and improvements they have still to make, in order to achieve successfully their goals and future plans. Progression into higher education is good.
- In land-based provision, the majority of students make good progress in the development of their knowledge and understanding and of their practical skills, particularly in horticulture. In a minority of lessons, teachers' expectations of learners are too low and as a result these students do not make sufficient progress.
- Teachers do not pay sufficient attention to the development of students' writing skills when planning their programmes of work. Students are not encouraged sufficiently to identify and correct the common errors in their own writing. A minority of teachers do not check on whether students have understood a topic before moving on to the next topic. They do not question students sufficiently well to check their understanding.
- Helpful information, advice and careers guidance ensure that students are clear about their plans for the future. Students feel safe at the college campuses and in community venues. Students demonstrate good levels of respect for their peers and their teachers.

## **Apprenticeships** are good

- The college has 1,453 intermediate apprentices and 856 advanced apprentices, of which 158 apprentices and 48 advanced apprentices are taught by subcontractors. The majority of apprentices follow programmes in construction, land-based studies, engineering, health and care, and business administration.
- Apprenticeship programmes are very well managed. The great majority of apprentices achieve their qualifications within their agreed timescale, well above the national rates. The majority of current apprentices are making good or better progress. At the Bicton campus, leaders and managers have made significant progress in increasing the number of apprentices who successfully complete their programmes.
- Teaching and learning in off-the-job training sessions are good. Teachers use their skills and expertise well to plan a wide range of activities that motivate and interest apprentices, helping them to make good progress and develop highly relevant vocational skills and knowledge. They provide good role models for apprentices. Teachers use effective questioning techniques drawing on their industry experience to enhance the learning and motivate the apprentices.
- In a minority of sessions, more-able learners are not challenged sufficiently to make the progress they are capable of. Trainers do not make good enough use of the information they have regarding the apprentices' previous qualifications. As a result, trainers do not always successfully tailor programmes to ensure all apprentices fulfil their potential.
- Apprentices benefit from excellent links between employers and college staff. Usually, apprentices' training programmes have been jointly designed between the college and the employer to meet the specific local industry need. For example, the Plymouth Skills Centre has been created to meet the engineering skill needs of the area, which has resulted in more opportunities for employers to take on apprentices.
- The majority of apprentices produce high standards of work and develop good practical skills that employers value highly. Apprentices have good opportunities in the workplace and are coached well to practise and refine their skills, particularly in land-based settings. Many advanced apprentices work with minimal supervision. Apprentices make strong gains in personal confidence and self-esteem and become reliable members of the workforce. Apprentices make a significant contribution to their employer's business. For example, a first-year business administration apprentice suggested a change to one of the company's procedures which resulted in significant financial savings.
- Assessment is good. Trainers and assessors use highly effective tracking and progress monitoring systems. Apprentices know how well they are doing and what they need to do to stay on track to achieve their qualifications. Assessors make reliable judgements, provide clear feedback and set targets for apprentices to improve their work.
- Many staff are adept at helping apprentices to improve their mathematics skills, for example through calculating weights and measures for feeding rations, or calculating pressure and flow rates in hydraulic systems. Brickwork apprentices routinely use calculators to produce accurate work. The development of apprentices' written skills is less consistent. Too little emphasis is placed on correcting spelling and grammar.
- A growing number of apprentices progress into supervisory roles and a few have moved on to higher education through sponsorship by their employers. For example, several apprentice chefs have progressed to restaurant supervisory roles in London, Paris and New York.
- Trainers and assessors do not give high enough priority to equality and diversity in their lessons or while they are reviewing apprentices' progress. All apprentices receive an initial introduction to equality and diversity, but this is not a central aspect of their training programmes. As a result, apprentices are not fully prepared for working in more diverse workplaces or communities.

## **Provision for learners with high needs** is good

- The college has 105 high-needs students, mainly based at the St Austell and Camborne sites. A further 47 students in receipt of high-needs funding with learning difficulties and/or learning disabilities and/or medical conditions are on mainstream programmes across the college.
- Managers enable students to increase their independence levels so that they can participate as fully as possible at college and within their local communities. For example, a student with hearing difficulties and high levels of anxiety from being in a large noisy college environment is now successfully integrated into a level 3 information technology course, confidently moving around the college independently. Another student at entry level improved her personal, social, practical skills and confidence to move from her foster care to supported living and gained employment in stables for disabled riders.



- Assessment of students' starting points is good; tutors work closely with specialist disability professionals, parents and carers to plan high-quality individual support so that students develop greater independence in preparation for adult life and employment.
- Support staff are well trained and knowledgeable about specific disabilities, and generally use assistive technologies well to enhance students' learning experiences. The generally effective support, particularly for students on mainstream courses, helps students to feel safe, make good progress on their courses and develop essential social and personal skills.
- Students benefit from a well-designed 'work readiness' programme developing essential skills, including good timekeeping, following instructions and improved personal presentation. They develop good customer care skills working in realistic, safe work placements, for example in the college café and retail outlet at the St Austell site.
- Staff emphasise developing good behaviour and respect for others. Students have specific, personal targets to support them well in improving their interpersonal social skills. Students gain greater self-awareness of their influence on others. For example, students with autism receive clear guidelines and support from the autistic champion about listening, eye contact and personal space.
- Teachers plan interesting, relevant lessons so that students gain confidence working in an adult environment; students become motivated and work enthusiastically with peers. In one well-planned lesson, students set up a shop to practise their customer service and money-handling skills with more-able students directing the team work. However, in a significant minority of lessons, teachers do not plan well enough. The result is that more-able students work on basic tasks with the whole group, finish quickly and are set further low-level tasks rather than being set more challenging activities at the outset.
- Students make good progress improving their speaking and listening and number skills which they practise through varied activities, such as baking a cake, designing Christmas ornaments or estimating distance in a simple 'throw the beanbag' game. However, teachers and support staff do not always provide written materials at simple enough levels.
- In a minority of cases, teachers and support staff do not use the wealth of information about individuals effectively enough to set out clear, simple steps to help students to make consistently fast enough progress towards their long-term goals. Consequently, some students do not always know what they need to do to improve and over-rely on support staff for guidance and information about their progress.

## College details

<b>Type of provider</b>	General further education college
<b>Age range of learners</b>	14+
<b>Approximate number of all learners over the previous full contract year</b>	29,494
<b>Principal/CEO</b>	Amarjit Basi
<b>Website address</b>	<a href="http://www.cornwall.ac.uk">www.cornwall.ac.uk</a>

## College 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	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
<b>Total number of learners (excluding apprenticeships)</b>	847	1780	719	1565	1189	2219	-	2145
<b>Number of apprentices by apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16–18	19+	16–18	19+	16–18	19+		
	809	644	347	509	6	54		
<b>Number of traineeships</b>	16–19		19+		Total			
	-		-		-			
<b>Number of learners aged 14–16</b>	452							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Cornwall Care Ltd</li> <li>■ FaCT (Fencing and Construction Training) Ltd</li> <li>■ Penwith Community Development Trust</li> <li>■ Phillip Brain Associates Ltd</li> <li>■ River Cottage Ltd</li> <li>■ Southwest Skills Academy</li> <li>■ West Country Transport Training Ltd</li> </ul>							

## Information about this inspection

### Inspection team

Wilf Hudson, lead inspector	Her Majesty's Inspector
Peter Green	Her Majesty's Inspector
Richard Pemble	Her Majesty's Inspector
Steven Tucker	Her Majesty's Inspector
Nick Gadfield	Her Majesty's Inspector
Roger Pilgrim	Ofsted Inspector
Penny Mathers	Ofsted Inspector
John Evans	Ofsted Inspector
Margaret Garai	Ofsted Inspector
Kathleen Tyler	Ofsted Inspector
Martin Bennett	Ofsted Inspector

The above team was assisted by the Director for Quality Improvement, as nominee, and carried out the inspection at short notice. 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 students 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.

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