

# Sparsholt College

## Specialist college

<b>Inspection dates</b>		10–14 February 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

### Summary of key findings for learners

#### This provider is good because:

- Success rates on courses for students aged 16 to 18 have increased over time and are above national rates.
- Teaching, learning and assessment are outstanding in: visual and performing arts; crafts, creative arts and design; and animal care and veterinary science management.
- Well-qualified teachers use their extensive subject and industry knowledge to motivate and enthuse students to learn, achieve and progress to work or further study.
- Governors work extremely well with leaders and managers to support the college and eradicate underperformance.
- Students on work-related courses develop excellent practical skills that enhance their future career prospects.
- Students benefit from a wide range of high-quality resources and facilities, particularly for land-based provision, that promote and inspire learning.

#### This is not yet an outstanding provider because:

- Not all teaching is sufficiently demanding to enable all students to make the progress of which they are capable and achieve higher grades.
- Too many students are not set specific and measurable targets that offer appropriate, regular challenge and enable them to fulfil their potential.
- Initiatives to improve the quality of teaching, learning and assessment are wide ranging, but subsequent action planning is not consistently rigorous to bring about rapid improvement.
- Teachers' feedback on written work is inconsistent in quality and does not always help students improve their standard of work.
- Not all students aged 16 to 18 with the appropriate prior attainment have the opportunity to take GCSE English and mathematics.

## Full report

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

- Ensure students are set specific and measurable targets to enable them to make excellent progress and achieve higher grades, especially adult male students.
- Improve the quality and consistency of feedback on marked written work so that students know what they need to do to improve.
- Provide a broad range of challenging activities in lessons to meet the differing needs and abilities of students and help them to achieve their full potential.
- Ensure teachers' action plans following lesson observations contain specific and timely interventions to promote rapid improvement in teaching, learning and assessment practice.
- Ensure all students aged 16 to 18 with the appropriate prior attainment have the opportunity to take GCSE English and mathematics in order to improve their employment prospects.
- Ensure all teachers routinely promote diversity in lessons to enable students to understand wider cultural values.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- The overall proportion of students completing their qualifications has remained at the national average for further education colleges for the last three years. Success rates for students aged 16 to 18 have increased over time and are above national rates. These students account for the large majority of the college's provision. College data indicate that fewer students are leaving their courses early in comparison to previous years.
- The proportion of adult students, especially males, who successfully complete their courses is low, particularly on level 2 courses. There has been a decline over the past three years in the number of adult students staying on their qualification and the rate of retention is significantly below the national average. However, the senior leadership team has implemented a range of quality assurance processes to bring about improvements and the current retention levels for adult students are higher than in previous years.
- The number of apprentices who achieve their framework has increased considerably from a low base and is now in line with national figures, and more apprentices achieve within their planned timescale than nationally. However, apprentices' success rates vary considerably and the achievement of apprentices aged 16 to 18 at intermediate level is below national rates. Most other workplace learners succeed on their courses.
- Most students aged 16 to 18 make the progress expected of them based on their prior attainment. However, a lower proportion of students who are in receipt of financial bursary support succeeds in comparison to their peers.
- Headline success rate performance for students on classroom-based courses disguises significant variations between different subject areas. For example, most students who began information and communication technology courses achieved their qualification, but only a very small minority of students on plumbing courses succeeded. In agriculture, horticulture and animal care provision a very large majority of students are successful.
- Attendance is good. Students' attendance and punctuality are monitored rigorously and students who are persistently late or absent are offered appropriate support and challenge to improve their attendance. Students enjoy their time in college and standards of behaviour are very high.
- The promotion and development of students' English and mathematical skills are inconsistent. Success rates for functional skills courses for students aged 16 to 18 are outstanding. However, in 2012/13, four fifths of all students on functional skills courses studied at entry level or level 1,

a minority of whom studied at one or two levels below their main qualification. In the current year, the proportion of students undertaking functional skills at level 2 has increased substantially. However, students aged 16 to 18 have no opportunity to take GCSE English or mathematics at the Sparsholt campus.

- Students on the majority of courses develop essential skills that meet industry standards of work through the provision of a range of realistic working environments and stimulating work experience.
- The number of students progressing to higher education is high. College data indicate that the majority of students in 2013 progressed to further study, apprenticeships or employment, although the actual destination of too many leavers is unknown.

### The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and this is reflected in the high proportion of students, especially those aged 16 to 18, who successfully complete their qualifications in most subject areas. Teachers use their extensive subject or industry knowledge to motivate and inspire students about their learning. Students on work-related courses develop excellent practical skills, which enhance their employment prospects.
- In the large majority of lessons, teachers demonstrate that they have high expectations of their students and the content of lessons is interesting and stimulating. In the better lessons, teachers provide a range of exciting activities that enable students to make good progress in the development of skills and understanding. However, not all teaching is sufficiently demanding to enable all students to make the progress of which they are capable.
- Where lessons are outstanding, teachers are adept at matching the activities to the potential of the students so that they are able to make excellent progress. These lessons maintain a brisk pace, use technology well and, as a result, students exceed their potential.
- In the small minority of lessons that are weak, teachers do not provide activities that enable the students to make good progress in the time available. In a few lessons, teachers plan tasks that are too easy for students, particularly for those of higher ability.
- Arrangements to improve the quality of teaching, learning and assessment are wide ranging. Teachers both value and benefit from the opportunity to work in small groups to share ideas and try new teaching techniques. They receive accurate feedback on the quality of their practice from managers. However, subsequent actions to improve the quality of their teaching are not always sufficiently precise to bring about rapid improvement.
- Resources for learning are good. Students benefit from a wide range of up-to-date vocational learning areas and study resources on both campuses. Well-managed study areas provide students with appropriate space to undertake research and complete their assignments. Land-based students and those who study arts and design courses benefit from outstanding practical facilities.
- In the better lessons, teachers use a wide range of techniques to check learning and assess students' progress. Teachers' feedback on written work is variable in its quality and does not consistently identify what the student has done well and what they need to do to improve their work.
- Arrangements to set students challenging targets and monitor their progress vary across subject areas. Many teachers know how well students are progressing and set specific and challenging targets for improvement. However, too many students do not have a sufficiently clear understanding of their progress, and the targets they are set lack sufficient challenge and do not enable them to fulfil their potential.
- Most students have the opportunity to develop their English and mathematics skills through completing qualifications and through their subject lessons. However, teachers provide

significantly more opportunities for students to improve their mathematics skills in subject lessons than for English.

- Students receive good support for their learning and career development. Teachers work effectively to establish which students need extra help with their learning prior to starting on their course. In the better lessons, good communication and planning between teachers and learning support assistants ensure they are able to provide help that enables these students to make good progress. Students who need help with health and well-being matters, careers advice or financial issues are able to gain access to effective support.
- The large majority of teachers effectively promote equality of opportunity, both in making sure that students join courses that are best suited to their potential and in lessons through the attention paid to students’ development needs.
- The majority of teachers are confident in helping students to understand and talk about the wider cultural and social issues that they may encounter at work or in life beyond college. For example, in a sports lesson, male students had to develop a coaching programme for their female colleagues. They were able to recognise and plan an appropriate programme that recognised the physiological differences between men and women in a mature way. However, too many teachers do not consistently identify the wider social context, challenge inappropriate language or actions of students when these occur.

<p><b>Health and social care and child development and well-being</b></p> <p><b>16-19 study programmes</b>  <b>19+ Learning programmes</b>  <b>Apprenticeships</b></p>	<p>Good</p>
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- Good teaching, learning and assessment ensure that students learn effectively and this is reflected in the high proportion of students, especially on long courses, who achieve their qualifications and make good progress. Teachers have high expectations and plan learning thoroughly to ensure students succeed.
- Apprentices on child development programmes make very good progress through close support from teachers in frequent, effective study sessions at the college. However, too many health and social care apprentices in subcontracted provision do not achieve.
- Teachers use their high level of vocational knowledge and sector experience to help students understand the day-to-day challenges and pressures faced in care and child development settings. Students are encouraged regularly to refer to their work placement experiences when considering the importance of the individual rights of clients and matters of confidentiality, independence and dignity.
- Teachers ensure students embrace the principles and values that underpin highly performing health, care and early years services. Teachers use a broad variety of relevant learning activities that motivate students and ensure they remain interested throughout lessons. Teachers use technology very effectively to illustrate key learning points.
- In weaker lessons, teachers do not question students sufficiently in order to check their understanding, and plenary sessions are rushed and lack sufficient detail to draw together the main aims of the lesson.
- Teachers place particular emphasis on the relevance and importance of initiatives to promote well-being, such as those used to warn of the dangers of unprotected sex and the long-term effects of poor dental hygiene. Teachers successfully challenge students to develop their skills in analysis and to confidently discuss and question the effectiveness of national health campaigns.

- Teachers assess and monitor students’ work thoroughly. They ensure students understand how well they are doing and what they need to do to improve their work and excel. Tutorial arrangements are effective because they provide a clear focus on progress and achievement. Teachers provide students with good information and advice at all stages of their course to help them make important decisions about further training and careers.
- Assessors and teachers make sure apprentices and students improve their skills in English and mathematics during planned tasks and activities. For example, they pinpoint dates of anti-slavery laws and encourage the use of specialist language, such as in relation to the Early Years Foundation Stage profiles. Most teachers correct spelling and grammar thoroughly as they mark written work. Individual support for students to improve their skills is readily available and purposeful.
- Students and staff promote equality of opportunity effectively during lessons, such as discussing the connections between poor diet, low income and reduced quality of life. Work placements are mainly in the locality, but teachers make sure students have a good understanding of diversity and help them to understand people’s differences and develop a greater awareness of other cultures. For example, care and early years students are involved in an international education project with young children in Gambia and nine students are due to visit the project in 2014.

<p><b>Agriculture and environmental conservation</b></p> <p><b>16-19 study programmes</b>  <b>19+ Learning programmes</b>  <b>Apprenticeships</b></p>	<p>Good</p>
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- Teaching, learning and assessment are good, and at times outstanding. Teachers ensure most students make good progress, as shown by the very high success rates of environmental conservation courses. The success rates for agriculture students are in line with the national average. However, too few students achieve higher-grade passes.
- Students develop excellent skills that will be useful in future employment. The proportion of students who progress to employment or further and higher education is high. Many students achieve a range of short additional qualifications that further increases their chances of securing employment or progressing to further study. Most apprentices successfully complete their apprenticeships within the required timescale.
- Teachers are enthusiastic and expert in their subject areas. They use their knowledge and passion for their subject to motivate and inspire students. Students respect their teachers and enjoy their lessons. Staff make good use of their excellent industry links and sector experience to benefit students by arranging visits and work experience placements with prestigious employers. Fish management students have the opportunity to work in the United States of America and Thailand, whilst agricultural students undertake field study trips to Sweden and France.
- Initial advice and guidance are thorough and ensure students are on the right course and level from the outset of the course. Teachers and tutors agree targets with students in order to improve their work, extend their learning and excel in their chosen subjects. However, targets are not always sufficiently realistic or clear, so that not all students know what they must do and by when.
- Most teachers use questioning well to find out what students know, what they have learned and to inform subsequent learning and assessment to ensure students make good progress. However, in the minority of weak lessons, teachers do not plan to enable all students to reach their full potential and sometimes answer their own questions or talk too much while students are carrying out tasks.
- Teachers effectively enable students to understand the links between theory and their practical tasks. In many lessons, teachers develop students’ mathematical skills. For example, in an

outstanding fish husbandry lesson, students and apprentices weighed carp, calculated the fishes' weight gain and, through use of a computer programme, worked out the relative growth rate and future food requirement. However, teachers miss opportunities to promote and develop students' English writing skills.

- Assessment for learning in lessons is variable; in practical lessons, students receive good coaching which helps them improve their performance. Assignments challenge students to apply their newly acquired knowledge and understanding. Teachers mark work thoroughly, but sometimes it takes too long for teachers to return students' marked work and comments to help students improve are not sufficiently detailed.
- Students make good use of the college's well-resourced facilities and take part in a wide range of enrichment activities including visits to local estates and fisheries. They take helpful additional qualifications such as tractor driving, angling coaching and all-terrain vehicle driving.
- Teachers and students work productively and safely with high levels of mutual respect, but teachers do not sufficiently promote students' understanding of diversity about wider cultural and social issues.

**Horticulture and forestry**

**16-19 study programmes**  
**19+ Learning programmes**  
**Apprenticeships**

Good

- Good teaching, learning and assessment ensure the large majority of students and apprentices achieve their qualifications, and success rates are higher than those found nationally. Teachers have a wide range of sector experience and pass on their industry knowledge to students skilfully and enthusiastically.
- Teachers use the college's facilities and resources well to enrich students' learning and provide clear illustrative links between theory and the practical elements of each course. Particular emphasis is given to safety, especially in practical settings.
- Many teachers use a variety of creative approaches in lessons to assess students' knowledge. For example, level 1 students were required to make a sound that related to induction, compression and exhaust problems when problem-solving common faults of garden machinery. One student served as a musical conductor to harmonise the sounds in order to process each particular machinery problem. This innovative approach fascinated the students and they gained new knowledge about mechanical processes and systems with high levels of enthusiasm.
- In the majority of lessons, teachers use assessment effectively to monitor students' progress and inform further teaching and learning in order to challenge students to do their best. ILT is used frequently and well in most lessons and promotion of independent learning is good on many courses. However, in a minority of lessons, teachers do not check learning regularly enough and teachers' questioning does not sufficiently challenge all students to deepen their understanding of the theoretical aspects of the subject.
- Teachers mark written work well and offer constructive advice on how to improve. Staff and students meet regularly to agree and review targets and goals.
- In practical lessons, teachers effectively contextualise mathematical skills in relation to various tasks. For example, in arboriculture, students measured and cut the width and height of wood needed to fill a crate efficiently, improving their mathematical skills and understanding of commercial viability. However, a minority of teachers do not help students sufficiently to improve their English skills.
- Teachers manage the small amount of difficult behaviour by students very well. They inspire students, many of whom have a wide range of assessed learning needs, to stay in learning and achieve. Pastoral care for students is very good. Learning support assistants use their subject



knowledge to support students effectively and reinforce learning through their experience of arboriculture and horticulture.

- The staff team makes good use of well-established links with employers. Employers inform the design of courses and offer training opportunities for apprentices and valuable work experience for students. Teachers and tutors offer timely advice and guidance to ensure students understand what they need to do to progress and how to achieve their career aspirations. Many students progress into further study or employment.
- Teachers do not routinely promote equality and diversity. Teachers miss opportunities to further develop the understanding of students and apprentices and to challenge students on gender and cultural stereotyping.

## Animal care and veterinary science

### 16-19 study programmes 19+ Learning programmes Apprenticeships

Outstanding

- Teaching, learning and assessment are outstanding and a very high proportion of students achieves their qualification. The proportion of higher-grade passes is sufficient on equine courses, but it is low on level 2 and level 3 animal care courses. Success rates for 14- to 16-year-olds are very good.
- Teachers are knowledgeable, enthusiastic and use their vocational expertise to impart knowledge and skills effectively. They set appropriately challenging expectations that encourage students to extend their knowledge and application. In the vast majority of lessons, teachers are adept at using a variety of interactive and meaningful activities that capitalise on students' experiences and enable the students to learn. Teachers make good use of questioning to check that students understand and make appropriate progress.
- Practical tasks are well planned and executed to enable students to develop excellent practical skills in animal handling, husbandry and horse riding. Students undertake well-organised routine duties that enable them to develop animal care and equine husbandry skills required for employment.
- In a very small minority of lessons, the learning aims are not sufficiently clear and do not ensure that all students are continuously challenged to achieve improved, higher grades. These sessions lack pace, teachers talk too much and students find the work too easy. ILT and mobile technologies are not used sufficiently to motivate students and enhance the learning process.
- Assignments are set and marked in a timely manner with comprehensive verbal and written feedback, giving clear advice to students on how to achieve better grades. Teachers' extensive correction of punctuation, spelling and grammar helps students to see where they can improve. Assessment methods are wide ranging and aim to inspire further learning. For example, students meet some aspects of required evidence by filming practice with their own animals to illustrate the answers.
- Students and apprentices benefit from outstanding facilities with a very wide range of animals used within the avian, aquatic, farm and zoo animal courses. The equestrian centre offers 'Saddle Club', 'Riding Academy' and 'Star' initiatives that motivate and inspire students to take part in shows and competitions.
- Students benefit from high-quality work placements in organisations such as zoos, airport reception centres and wildlife trusts. Students undertake extensive enrichment opportunities including international study tours and team building trips across the United Kingdom.
- Teachers set appropriate targets with students, monitor progress closely and secure extra help where required in order to ensure each student stays in learning and achieves. However,

students do not receive sufficient challenge to strive for higher grades in some animal care courses.

- Information, advice and guidance are timely and highly effective. The large majority of students progress to further study, higher education or employment.
- Equality of opportunity is widely promoted. However, a minority of teachers do not use opportunities when teaching animal care and veterinary science courses to develop students' understanding of diverse beliefs and cultural attitudes.

## Performing arts and crafts, creative arts and design

### 16-19 study programmes 19+ Learning programmes

Outstanding

- A sustained focus on developing and improving the quality of teaching and learning has secured significant improvement to the area's performance. Current retention and achievement rates are higher than previous years. Students make excellent progress in developing their knowledge, skills and understanding of arts and design. Teaching, learning and assessment are often outstanding. Teachers effectively challenge students to ensure that they aspire to, and achieve, higher grades and they frequently exceed expectations.
- Students benefit from the wide-ranging sector experience of teachers who are very knowledgeable about their subject. Teachers use their professional contacts well to set live project briefs in music and drama. A very good affinity exists between teachers and students, with high levels of mutual respect and trust.
- In a very large majority of lessons, students participate fully and achieve the required learning results. Students are well motivated, enthusiastic and produce highly creative and innovative work, which is either at, and often above, the expected standard for the level and stage of their course. Students regularly use industry-specific, technical language in their work.
- Students in photography, art and design, product design, music, and dance and drama have access to high-quality industry-standard software, equipment and classrooms. A suite of interlinked art and design studios enables students to gain and develop a wide range of skills such as printmaking, sculpture and life drawing in a realistic working environment. Teachers use these high-quality resources very effectively. Students further improve their skills for future employment through regular access to professional standard facilities within the local community, such as with the Lights Theatre and The Junction project.
- A minority of teachers do not consistently use questioning well to develop students' understanding or to check learning in lessons. In these lessons, students do not develop rigorous self-evaluation skills and do not complete their work quickly enough.
- Teachers and students agree and frequently review online personal learning plans and individual targets, resulting in many students reaching and often exceeding their planned learning goals and achieving higher grades.
- Most teachers provide clear, high-quality written feedback on marked work that informs students how to progress and extend their learning. However, a minority of teachers do not provide enough detail to help students understand what they need to do to improve further.
- Teachers offer a range of contextualised opportunities for students to develop their English skills, with the result that many students are more confident and articulate as a result. However, they rarely plan to promote and develop students' mathematical skills within lessons.
- Drama students have taken their adaptation of the play *Denial* on tour to local schools as part of a Theatre in Education project. This work is exemplary. Students on music courses work as peer mentors in the local community to help re-engage young people to help them get their lives back on track.



- Attendance is high which helps ensure that students maximise their opportunity to learn and achieve. Progression to further study including higher education is high.
- The staff team promotes equality and diversity very thoroughly. Teachers actively encourage the understanding of different cultures, backgrounds and lifestyles within assignment briefs and by the artefacts chosen for students to study.

## Foundation English

### 16-19 study programmes 19+ Learning programmes Apprenticeships

Good

- Teaching, learning and assessment are good, reflecting the high numbers of students gaining qualifications in English, particularly at entry and level 1. Teachers have considerable subject knowledge and experience, and most students improve their skills and confidence in English.
- Teachers ensure that learning is relevant and link topics to students' own interests, vocational areas and everyday lives. Consequently, many students attend well, produce work of a high standard and enjoy their learning.
- Students, at all levels, make good progress in developing their speaking and listening skills, extending their vocabulary and language. Teachers use questions effectively in lessons to clarify learning points and reinforce students' knowledge and understanding. For example, students studying GCSE English on the Andover campus developed and consolidated their understanding of the Shakespearian play *Romeo and Juliet* through skilful, probing questioning from the teacher.
- Teachers use a wide range of learning technologies including interactive whiteboards, data projectors and the college's virtual learning environment (VLE) to extend learning, motivate students and illustrate key learning points. Many students use the VLE effectively to download stored work, gain access to learning materials and work independently.
- The majority of teachers use information about individual students effectively to create specific tasks and activities to ensure all students, including those with behavioural or learning needs, can learn and make progress. However, a minority of teachers do not plan effectively to ensure learning activities in lessons meet the individual learning needs of all students. In a few lessons, students complete the same work regardless of ability.
- The assessment of students' abilities before starting the course is accurate, builds on previous learning and ensures students enrol on the appropriate level of study. However, a minority of teachers do not carry out appropriate diagnostic assessment of students and, as a result, do not set sufficiently specific and measurable learning targets in English. Consequently, students do not always know what they need to do to improve.
- Most teachers offer helpful evaluative feedback to students, both on marked work and through verbal feedback in learning sessions. Many teachers work with students to plan appropriate learning targets and goals and these are updated regularly ensuring students know what they are doing well and how they can improve.
- Care, guidance and support are good. Teachers offer students regular guidance on how to progress to further study or employment and encourage students to aspire to career goals. Teachers effectively deploy support assistants to help those with particular learning needs, giving clear written and verbal guidance to ensure students fully participate and successfully achieve in every lesson.
- Learning is inclusive and lessons incorporate diverse groups of students well, some of whom have specific learning or behavioural difficulties. All teachers provide a safe and welcoming learning environment appreciated by students. However, the majority of teachers do not sufficiently promote diversity.

**The effectiveness of leadership and management**

Good

- Governors, senior leaders, managers and staff have high expectations of their students and are committed to an ambitious vision that focuses on all students being inspired to reach their full potential.
- An ambitious and challenging three-year strategic and operational plan places emphasis on securing continuous improvement in teaching, learning and assessment, and enriching the students' experience.
- Governance is outstanding. Governors work extremely well with senior and college managers to tackle underperformance. They monitor and challenge the strategic leadership team as a matter of routine and make regular visits to subject areas, produce written reports for review at subsequent meetings and help form hypotheses for challenging senior leaders.
- The setting of challenging subject area targets, agreed between learning managers and the senior team, forms an effective part of business planning and staff appraisal processes. Subject area teams have a clear understanding of their targets and regular meetings enable effective performance monitoring processes to be accurate and robust. Learning managers have an accurate understanding of the performance of their areas.
- Observation of teaching, learning and assessment leads to continuous professional development opportunities without grading performance. Teachers agree action plans following observations and professional discussions linked to appraisal, professional development and improvement strategies. However, in some instances, action plans for teachers are not specific enough to indicate clearly how they can improve their teaching, learning and assessment practice. The appraisal process records required development in detail, but managers and teachers do not always plan and carry out improvement actions promptly to meet immediate concerns. Short visits to lessons and further observations throughout the academic year enable managers and teachers to identify additional strengths and areas for improvement.
- Effective performance management strategies are in place where senior leaders and human resource professionals support and challenge learning managers to improve the consistency of what the college offers students across all areas. Appraisals of learning managers have a particular focus on role-specific competencies and link appropriately to the performance of teachers, as informed through the lesson observation process and professional discussions.
- Professional development identified through the observation process includes sharing good practice across the college. However, this sharing of good practice is inconsistent and not routinely carried out in all subject areas.
- The senior leadership team's evaluation of college provision is inclusive, robust and self-critical. The development of course self-assessment feeds directly into the full college self-assessment process and quality improvement plans. Leaders, managers and staff are fully committed to the improvement agenda set by the governing body. Quality improvement plans contain ambitious and realistic targets that challenge subject areas to improve and increase students' attainment.
- Curriculum management is good. A comprehensive range of provision enables students from the locality and across the region to achieve relevant qualifications and secure employment, often in niche areas such as in the specialist land-based sector.
- In response to the requirements of the study programme for students aged 16 to 19, a significant number of students study English and mathematics, the very large majority through functional skills. However, students entering with prior attainment of a GCSE at grade D in English or mathematics are not routinely given the opportunity to improve their GCSE grades on the Sparsholt campus.
- Partnership work is good and in some cases outstanding. Leaders, managers and staff work productively with local schools, local authorities and a wide range of employers to provide qualifications and progression routes to employment. Employers make a useful contribution to course design in subject areas such as arboriculture and horticulture.

- The management of subcontractors is now effective. Provision is monitored effectively through a comprehensive checking process, together with improved quality assurance procedures. Senior leaders and managers are carrying out a planned strategy to develop and increase the range of college-based apprenticeship programmes through a commercial services unit. Managers, teachers and assessors have worked productively with employers and students to rectify and help differing cohorts of adult students complete their study following a period of underperformance.
- The college is highly inclusive and provides a welcoming and friendly environment. Robust support, involving highly qualified, experienced staff, helps and supports students to reach their potential. Managers, teachers and learning support staff use an effective electronic information system consistently to monitor students identified at risk. Senior leaders and managers promote a 'respect' campaign to integrate equality and diversity further in lessons. However, not all teachers consistently promote diversity in lessons.
- The college meets its statutory requirements for safeguarding students. Leaders and governors ensure robust safeguarding arrangements are in place. There are particularly strong links with local safeguarding bodies, and leaders and managers act promptly to identify and protect students at potential risk. Health and safety are a key priority for the college and are effectively managed, ensuring students are able to study in a fully inclusive and safe environment.

## Record of Main Findings (RMF)

### Sparsholt College

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Health and social care</b>	<b>2</b>
<b>Early years and play work</b>	<b>2</b>
<b>Agriculture</b>	<b>2</b>
<b>Horticulture and forestry</b>	<b>2</b>
<b>Animal care and veterinary science</b>	<b>1</b>
<b>Environmental conservation</b>	<b>2</b>
<b>Performing arts</b>	<b>1</b>
<b>Visual arts</b>	<b>1</b>
<b>Foundation English</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Specialist college							
<b>Age range of learners</b>	14 to 19+							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 2,734							
	Part-time: 3,030							
<b>Principal/CEO</b>	Mr Tim Jackson							
<b>Date of previous inspection</b>	June 2008							
<b>Website address</b>	<a href="http://www.sparsholt.ac.uk">www.sparsholt.ac.uk</a>							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	259	32	470	57	1,682	226	31	1
<b>Part-time</b>	75	221	21	177	19	174	1	13
<b>Number of traineeships</b>	16-19		19+		Total			
	0		0		0			
<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+		
	219	218	49	374	0	10		
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	3							
<b>Part-time</b>	264							
<b>Number of community learners</b>	21							
<b>Number of employability learners</b>	N/A							
<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>■ Alert Training (ALT)</li> <li>■ Alton College</li> <li>■ Green Lantern Training (GLT)</li> <li>■ KATs Training (KATs)</li> <li>■ Stafford Rhodes Group Ltd (STAF)</li> <li>■ Learning and Skills Solutions (LASS)</li> <li>■ New Career Skills (NCS)</li> <li>■ Clarity Education (UK) Ltd (CLAR)</li> <li>■ Evolution Training (EV&amp;EVMA)</li> <li>■ Andover Education Centre</li> <li>■ West Berkshire Training Consortium</li> </ul>							

- Chichester College
- Warwickshire College

## Contextual information

Sparsholt College is a specialist college, comprising an extensive estate with a range of land-based operations located at Sparsholt and a separate campus with tertiary provision sited in Andover, Hampshire. The college offers courses in all the land-based subjects in line with its specialist land-based designation and also provides courses in all subject sector areas, the majority of which are taught on the Andover campus. Apprenticeships are offered in a range of subjects. The large majority of students are aged 16 to 18, although significant numbers of adults take part in learning. More than half of the residents of working age in the locality have a level 4 qualification or above. The unemployment rate in Hampshire is lower than the national rate. The number of pupils at schools in the Winchester area attaining five or more GCSEs at grades A\* to C, including English and mathematics, is well above the national average in 2012/13, whereas the number is slightly below the national average in the Andover area.

## Information about this inspection

### Lead inspector

Matt Vaughan HMI

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



## What inspection judgements mean

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

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

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

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