

Inspection of Guernsey College of Further Education

Inspection dates:

7 to 9 November 2023

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Adult learning programmes	Good
Apprenticeships	Good
Provision for learners with high needs	Good

Information about this provider

Guernsey College of Further Education has three campuses: Coutanchez, Delancey and a campus for performing arts at Les Ozouets. The college provides a range of vocational academic and higher education courses from pre-entry level to level 5, and apprenticeships at levels 2 and 3. At the time of inspection, 320 students aged 16 to 22, 301 adult students, 50 students with high needs and 313 apprentices were studying at the college. In addition, 372 students aged 14 to 16 were studying part time at the college and were not in scope for this inspection.

Most students aged 16 to 22 study on vocational programmes at level 3, and the majority of apprentices study on apprenticeships related to construction. Most adults study courses specifically designed to support progression into employment or the development of English or mathematics.

What is it like to be a learner with this provider?

Students and apprentices are taught in an inclusive environment. Lecturers help them to understand diversity, and positively promote difference through carefully planned and useful discussion activities. Staff educate students and apprentices well on how difference can and should be celebrated and, as a result, the college is a welcoming and friendly community.

Most younger students are highly motivated and attend lessons promptly. Lecturers have high expectations of students' behaviour, which they describe as a 'licence to learn'. They encourage students to demonstrate professionalism and initiative when overcoming academic and personal challenges. Students consequently become more resilient and committed to their learning. However, in a few instances, students disrupt lessons by talking over the teacher.

Apprentices enjoy attending their classes at college. They value the support they receive from their lecturers, which helps them to develop new and complex skills. Apprentices take pride in the work they produce, much of which is of a high standard. For example, apprentices studying the final year of the carpentry and joinery apprenticeship produce semi-circular windows that reflect industry standards.

Students studying programmes designed for those with high needs are supported effectively by staff who know them well. Lecturers use the information they have on students' needs to skilfully plan the curriculum. As a result, students with high needs increase their independence and develop the skills they need to progress to the next step.

Adult students develop valuable new skills and knowledge. For example, adults studying teacher training learn how to plan and present lessons effectively. Lecturers provide adults with opportunities to share and discuss their wide range of experiences at work and in the community. As a result, adults learn from their peers, recognise their own achievements and develop their confidence.

Students and apprentices feel safe at college. They build effective working relationships with their lecturers, who are positive role models. Lecturers teach students and apprentices in calm and purposeful learning sessions. Students and apprentices learn the importance of respectful behaviour and demonstrate a high standard of conduct to all members of the college community.

At Coutanchez and Delancey campuses, students and apprentices study in ageing and poor-quality accommodation. A few students' teaching and learning experiences are restricted because of the closure of essential teaching rooms, such as the electrical workshop, following weather damage. Students studying performing arts at the Les Ozouets campus benefit from studying in high-quality dance studios and a theatre.

What does the provider do well and what does it need to do better?

Leaders and managers have developed very effective partnerships with a wide range of relevant stakeholders. This ensures that they develop curriculums that meet current industry needs. For example, staff have developed a strong and productive relationship with the States of Guernsey, the island's largest employer, which has resulted in a curriculum that meets employment needs. Leaders and managers have worked effectively with a wide range of local employers to design apprenticeships. For example, managers use feedback from employers to ensure that carpentry apprentices learn the essential skills for working on site and in workshops. As a result, apprentices gain the valuable new skills and knowledge they need to secure employment and be effective at work.

Leaders and managers have designed a well-planned curriculum that enables students and apprentices to develop the new knowledge and skills that they need to be successful at their next stage of learning or employment. For example, students with high needs study an ambitious curriculum that prepares them well for life after college. Young students study a curriculum that is well informed by employers. For example, lecturers on business courses have included additional topics, such as ethics and corporate and social responsibility, following feedback from employers. As a result, students study content that is relevant to the sectors where they plan to work. However, a few curriculums do not ensure that students and apprentices explore topics in sufficient detail to widen and deepen their knowledge.

Leaders and staff are committed to helping adults to achieve their career and personal goals. They provide adults who have been out of learning or employment for some time with training that ensures that they gain the skills they need and build on existing knowledge. This includes providing adults with carefully structured pathways of learning that enable them to study employability English and mathematics courses from entry level to level 2. As a result, adults develop new knowledge and skills that prepare them for the world of work.

Lecturers mostly plan and sequence the curriculum carefully. They organise teaching topics in a logical order that helps to build on what students already know and can do, so that students acquire more sophisticated skills over time. For example, apprentices in carpentry and joinery learn basic tool-handling skills in the first year of their training before moving on to using electrical tools such as a powered router. Young students studying sports at level 3 learn anatomy and physiology, which helps them to understand the cause and impact of sports injuries.

Most lecturers use well-planned teaching activities and present information clearly. This helps students to learn key concepts. Lecturers use work-related scenarios effectively to encourage discussion and debate. They deepen students' and apprentices' knowledge of technical terminology and industry standards by encouraging them to reflect on and share their own experiences. For example, lecturers of young students studying sports programmes draw effectively on their sports experiences and skills to help students to make the link between what they

learn, such as the importance of stretching and delayed onset soreness of muscles, and the cumulative effects over time. As a result, most students and apprentices improve their skills and can apply their knowledge to new and more challenging contexts. However, lecturers do not always consider well enough what students and apprentices already know and can do when they begin their studies. As a result, students do not always learn as well as they could.

Leaders and managers have ensured that most lecturers provide students and apprentices with constructive and useful feedback. Most lecturers use feedback well and support students to reflect on their work meaningfully. For example, lecturers of young students studying business at levels 2 and 3 provide feedback that students value and use to develop their skills further. As a result, most know what they need to do to improve their work.

Leaders and managers have ensured that apprenticeship lecturers undertake useful reviews of the progress that apprentices make in their learning and set them relevant and appropriately challenging targets. Consequently, apprentices know what progress they are making and what they need to do next.

Leaders and managers have planned a useful personal development curriculum for young students. Each vocational area now has a progress tutor who presents helpful and informative personal development sessions to students. For example, students learn about strategies to increase their confidence and develop positive mindsets. This helps them to develop their resilience over time. Progress tutors support students and apprentices well and provide them with helpful careers advice that enables them to make well-informed decisions about their next steps. Most students and apprentices have a good understanding of the options available to them in the future, including studying at university or employment. However, a minority of students and apprentices are unaware of the wider enrichment opportunities, such as the sports activities available at the college, that would help to develop their interests outside of their core subjects.

Leaders and managers ensure that lecturers are suitably qualified and have the knowledge and experience required to teach their subject. Leaders use a range of well-planned activities to help improve lecturers' teaching and vocational expertise. They provide staff with annual professional development activities, such as spending three days working in industry, which helps to ensure that lecturers teach content based on current industry practice. Lecturers develop their pedagogical skills by taking part in valuable teaching projects, such as action research. This helps them to learn and master new ways of teaching.

Leaders and managers have sufficient and consistent oversight of the quality of education and training in all provision types. Leaders' plans reflect a carefully coordinated and analytical approach to quality improvement. In most instances, leaders identify swiftly the areas for development and take appropriate actions, resulting in timely improvements to the provision. However, leaders' actions to improve the quality of teaching in English and mathematics have not yet been fully effective and as a result, student attendance and achievement, although improved,

are too low. A few students with high needs studying vocational programmes at levels 2 and 3 do not achieve their qualifications.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Improve student attendance at English and mathematics lessons, and make sure that more students achieve their qualifications in these subjects.
- Ensure that students with high needs studying vocational courses achieve as well as their peers.
- Make sure that information on what students and apprentices already know and can do is used by lecturers to plan the content and teaching of the curriculum in each subject.
- Ensure that the curriculum in all subject areas is designed to enable students and apprentices to explore topics in sufficient depth and breadth.

Provider details

Address	Delancey Campus Rue des Monts St Sampsons Guernsey GY2 4HS
Contact number	+44 (0)1481 227500
Website	www.guernseycollege.ac.gg/wp/
Principal, CEO or equivalent	Louise Misselke
Provider type	General further education college
Date of previous inspection	Not previously inspected by Ofsted
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the Vice Principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the Handbook for Inspecting Further Education and Skills Provision in The States of Guernsey and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising students' work, seeking the views of students, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Paul James, lead inspector	His Majesty's Inspector
Judy Lye-Forster	His Majesty's Inspector
Matt Hann	His Majesty's Inspector
Andrea Dill-Russell	His Majesty's Inspector
Steve Battersby	His Majesty's Inspector
Nick Crombie	His Majesty's Inspector

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 students of all ages in England. Ofsted has been commissioned by the States of Guernsey to inspect its schools.

© States of Guernsey copyright 2023