

Sussex Coast College Hastings

General further education college

Inspection dates		21-25 January 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Inadequate-4
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider requires improvement because:

- Too many learners do not complete their course successfully, particularly at foundation level and on functional skills courses.
- Learners on advanced level courses often make too little progress, relative to their starting points. Too few achieve high grades in their examinations.
- The college does not have a clear picture of the progression of its learners when they leave the college and lacks this measure of its success.
- Although teaching and learning are good, further work is required to increase the proportion that is outstanding. Teachers insufficiently use learners' initial assessment results to help them match teaching to individual needs.
- The promotion of equality and diversity in lessons is not consistently good. Teachers miss opportunities to help learners understand wider themes of equality and diversity.

This provider has the following strengths:

- Good leadership and management, which have led to sustained improvement. All staff are committed to the college's auspicious efforts to improve teaching, learning and success in examinations.
- Good capacity to improve further the quality of provision, with rigorous management of strategies to raise standards.
- Good teaching, learning and assessment. Enthusiastic, motivated and skilled teachers have high expectations of their learners who respond positively in their studies to well-planned and executed lessons.
- Satisfied learners: they enjoy their life at college and often achieve good standards in their work and in the skills they develop, especially in their practical skills.
- Excellent college buildings, facilities and resources.
- Significantly improved success by learners in examinations and assessments. Since the last inspection, many more learners now achieve their personal and college targets for success.

- Good additional learning support, which enables learners to remain on their courses and complete their learning aims.
- Good information, advice and guidance to learners about their courses and further development, helping them to plan their next steps in learning and employment.

Full report

What does the provider need to do to improve further?

- Ensure that teaching, learning and assessment continue to improve, increasing the proportion of lessons that are outstanding. Help all teachers to make better use of learners’ initial assessment and diagnostic test results, to improve their planning to meet individual learning needs in lessons. Pay particular attention to this in lessons for learners on foundation level courses and on mathematics functional skills courses.
- Improve success rates for learners on the significant number of courses and subjects where they are still poor. In particular, learners’ overall success on foundation level courses is low and functional skills success rates, although much improved since the previous inspection, are still too low.
- Increase the extent by which advanced level learners make progress in their subjects, relative to their prior attainments. Most learners make only the progress that would be expected of them, with very few exceeding this, or achieving higher grades. In too many AS subjects, success rates are low, with learners not even achieving their expected grades.
- Improve the collection and analysis of information on the progression of its learners when they leave the college. The college’s current arrangements to do this are not effective; as a result, it lacks essential information to enable it to evaluate the impact of its provision.
- Extend the promotion of equality and diversity in lessons. Ensure that all teachers make the best possible use of wider themes of equality and diversity in teaching, learning and assessment.
- Ensure that the extensive opportunities for the use of learning technologies, including a virtual learning environment, are fully exploited by staff. Build their confidence in recognising the benefits of the resource and in using it.

Inspection judgements

Outcomes for learners	Requires improvement
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- Outcomes for learners are very much improved since the previous inspection, when they were inadequate. The significant progress noted by inspectors when they visited the college in May 2012 to check on improvement has continued, and many learners are now successful in their studies. However, despite these improvements, the number of learners who do not successfully complete their courses is still too high.
- The large fall in learners’ success in 2010/11 has been significantly reversed. The college success rate improved markedly in 2011/12 to 82%, around the national average for similar colleges. This degree of improvement applies to both long and short courses. For long courses, accounting for 65% of all learners, the success rate improved to around the national average, at 78%.
- Overall, the college performs at the same level, or just above, as colleges in areas with similar levels of social and economic deprivation.
- The low and declining rates of success for learners aged 16 to 18 have been remedied. Success rates for this age group are much improved, both overall and for long courses. Overall success

rates for learners aged 19 and over continue to be at the national average, and just above on long courses.

- College long course success rates, for learners aged 16 to 18, improved for all levels in 2011/12, with the exception of foundation level, where they stayed low. For advanced level, with by far the largest number of learners, overall the success rate improved by 10 percentage points to 78%, just below national average. At AS level too many subjects have success rates below national averages and the proportion of high grades is low. For learners aged 19 and over the same trend of improvement is evident, especially at intermediate and advanced levels, where overall success rates are well above national averages.
- Too few learners make better than expected progress, as measured from their starting points and previous attainment. Most advanced-level learners make the progress expected of them, but significant numbers underperform.
- Apprentices' achievement of their full qualifications is much improved, and high, at 89% for 2011/12. Completion within agreed timescales is now good, at 75%.
- The overall success rate for functional skills remains low, at 51%, although it is much improved since the previous inspection. Learners' success rates have improved for all three functional skills, although each remains below national rates.
- The college analyses data well to identify any differences in the performance of specific groups of learners. This has allowed it successfully to rectify worrying, but not serious, differences in performance.
- The college places successful emphasis on improving learners' personal, social and employability skills and learners make sound progress in improving their economic and social well-being. They are well motivated, well behaved and enjoy their studies. Attendance is satisfactory.
- Learners often make sound or better progress in lessons. Their standards of work, and the skills they develop, are often good, especially in practical tasks. In building and construction, the standard of practical work is high and, in hairdressing and beauty, apprentices work to good professional standards. In sport, leisure and recreation, learners develop well work competencies essential for that industry. Employed apprentices benefit from increased job security and higher paid work as a result of completing their qualifications.
- Learners' progression to further study, work and higher education appears satisfactory, but there has not been an overall college system, consistently applied, to chart accurately the progression of learners.

The quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment have had a significant impact on increasing learners' success rates. The college's senior leaders have concentrated on improving teachers' skills through an effective range of staff development and training activities. Teachers are experienced and well qualified, and often maintain their subject knowledge through good links with employers and industry.
- Teaching and learning in many lessons are good, but too little is yet outstanding. Teachers are highly motivated and enthusiastic. They have high expectations of learners, who report that teachers show concern for their progress and welfare and a willingness to go the extra mile to ensure their continued engagement and achievement. Most lessons are characterised by good planning, skilfully translated into a good variety of suitably challenging tasks for learners. Training for learners in the workplace is well managed.
- The college has developed a sharper focus on teachers sharing good practice through, for example, the good use of teaching and learning coaches and the development of accredited college observers, thus increasing the status of the role and acknowledging the expertise required. The college's own observations of teaching and learning accurately reflect the quality of teaching, learning and assessment, as confirmed by inspectors.

- A wide range of additional learning support is made available, including adaptive technology for those learners who need it. The use of learning support assistants is good. They have a clear role in lessons, closely aligned to teachers’ lesson planning and supporting individual learners’ targets.
- The much improved initial assessment of learners results in their being placed on the right level of course, taking the right subjects for their career and/or further learning aims and aspirations, and ensuring the right additional learning support is made available. This has led to improved retention and success rates in most subject areas. However, the results of initial assessment are not yet used well enough to ensure that teachers adapt their teaching to suit the learning needs of individual students.
- The assessment of learners’ work is accurate and timely. Feedback from teachers is valued by learners and helps them to improve their performance and achieve higher grades. The monitoring of their progress is good. The computer-based system ensures learners, teachers and tutors, in addition to other interested parties, are able to view progress made, identify those at risk of disengagement and intervene as appropriate.
- Workplace assessment for apprentices is thorough and well supported by experienced work supervisors. Employers are supportive and regularly informed of apprentices’ progress in their off-the-job practical workshops and theory sessions.
- The recently established college coordinating role for English and mathematics has created a higher profile and shared responsibility for developing learners’ skills in all faculties. However, the planning of learning to meet the needs of individual learners is insufficiently well developed, particularly in earlier stage qualifications. The early introduction of functional skills in apprenticeship programmes has enabled improved and timely completion rates.
- Good information, advice and guidance are well established as part of the college’s tutorial process, and embedded in all courses in preparation for higher education or employment. Learners report being well informed of the next steps in learning and are clear about university entrance requirements.
- The principles underpinning the promotion of equality and diversity in lessons clearly acknowledge the full range of equality themes and form a central component of the college’s observation of teaching and learning. Teachers often demonstrate a developing confidence in promoting equality and diversity.
- Equality and diversity are often promoted through the content of lessons very well, through examples representing race, gender, ethnicity, and disability, and in some circumstances other equality themes, such as age, sexuality and social class. However, this wide range of themes is not a consistent feature of lessons, and there are many examples of missed opportunities to promote equality and diversity in the subject areas inspected.
- The promotion of equality and diversity within workplace settings is generally good. It is often reinforced at learners’ progress reviews to check their understanding and the impact on their work, particularly those in customer-facing roles. Further efforts to do this are needed in a few subject areas.

Science and mathematics	
Learning programmes for 16-18 Learning programmes for 19+ Community learning	Good

- Most teaching and learning are good and so success rates are improving. Many are now significantly above national averages. Much improvement is a direct result of the close monitoring of learners’ attendance and achievement. Non-attendance is immediately challenged, and for younger learners, if it continues, may result in a home visit. If learners’ achievement is poor then teachers’ performance is investigated, with clear improvement targets set and monitored.

- Most lessons are well planned and taught with an emphasis on meeting learners’ differing needs and on assessment. Teachers use a good variety of activities to stretch and challenge learners; extension material is generally available. According to learners, lessons are far more interactive this year and they feel much more involved in their learning. Group work is used extensively and learners enjoy learning from one another.
- Assessment is good. Formal assessment is undertaken regularly and results recorded and monitored alongside attendance. Any result below the target grade leads to the learner attending a workshop to help improve. However, spelling and grammar are not always corrected in assignment work.
- Teachers use a good variety of assessment methods, for example mini whiteboards for learners to write their answers on and then display. Their answers often trigger further discussion and reinforcement of correct answers, whilst analysing incorrect answers. Learners also undertake self-assessment and peer group assessment. Many teachers use very effective question and answer sessions to draw information from learners and prompt further discussion.
- Support for learners is good. Learners receive six-weekly one-to-one tutorials, which they value. Learners’ attendance and progress are discussed with subject teachers and learners are set effective targets, and guided towards subject workshops. Workshops are well attended and valued by learners. Study skills workshops help with such things as essay writing and examination preparation.
- Resources to support learning are good. The virtual learning environment is well used by learners, both for additional learning materials and assessments and as a communications tool. Resources developed by teachers to support activities in lessons are good, especially in mathematics where, for example, variously sized and shaped flash cards are used to help problem solving. These are at different levels in order to be achievable and yet challenge more able learners.
- Learners’ progression from AS level to A level or other advanced courses is good. About 70% of A-level learners progress to university.
- Advice and guidance have improved and are good. Clear course entry requirements help to guide learners to the best course for them. On courses, learners are regularly assessed and, if they are struggling, are guided to a more suitable course. Learners are also given good guidance about such things as university application.
- Coverage of equality and diversity issues is positively embedded within the area, including in lessons. For example, in a lesson looking at the functional groups for drugs, learners viewed a short video about HIV and then discussed the drugs and why they were not initially made widely available. Teachers are also very sensitive to learners’ individual needs.

Building and construction	
Learning programmes for 16-18 Learning programmes for 19+ Apprenticeships	Good

- Teaching, learning and assessment are good, which is reflected in learners’ much improved success rates since the previous inspection. Lessons are well planned and use a good variety of activities to engage and maintain learners’ interest. Better lessons feature good questioning techniques to check understanding, and the standard of learners’ practical work is high.
- Learners use information and learning technology (ILT) well; for example, taking photographs of building plans for later use and reference. Teachers use video clips effectively to explain concepts. Resources are good. Many practical workshops benefit from an adjacent theory area, allowing teachers to combine theory and practical topics effectively.

- In less successful lessons poorer planning is evident. For example, learners are asked to progress to a more complex application of mathematics before they are ready to move on. Poor punctuality affects the continuity of some lessons.
- The college has reviewed its course provision since the previous inspection and now offers more foundation- and intermediate-level courses. This better meets the need of local young people. Learners are well motivated and ambitious to progress to higher levels. Their progression has improved since the previous inspection, with many from foundation courses moving on to higher levels of study.
- Well planned and executed initial assessments and interviews help ensure learners join the right course. Testing clearly establishes their level of mathematics and English, which is well recorded and often well used. Good additional support is provided in-class or in one-to-one sessions, meeting learners’ individual needs, with clear improvement targets set, as in tutorials. Assessment for workplace apprentices is good, with clear guidance for employers and demanding targets for learners.
- In work-based learning, learners’ initial assessment results, their individual circumstances and prior achievements are not always passed to their assessors, hindering their planning of individualised learning and assessment. For example, one learner had already achieved health and safety units whilst studying on another course, but this was not known to the current assessor. Similarly, the detail of additional support delivered in college is not always shared.
- Teachers’ feedback to learners on the quality of their work and progress is frequent and detailed. Learners critically evaluate their own practical work and sometimes that of their peers. They are clear on what they have done well and what they need to do to improve. Learners have a good awareness of health and safety and wear the correct personal protective equipment.
- The development of learners’ English and mathematics skills is good. Many start their training with very low levels of literacy and numeracy achieved at school. Functional skills lessons effectively contextualise construction topics so that learners are able to see the relevance of mathematics and English.
- The college promotes its courses well. For example, pupils attend the college for taster days where they are able to sample several construction trades, helping them make informed decisions on the choice of course. The website and prospectus do not make sufficiently clear the details of some courses.
- The promotion of equality and diversity is satisfactory. Learners in the workplace benefit from sensible discussion about their rights and responsibilities and the way diversity impacts on their everyday work. There are missed opportunities to promote equality and diversity more actively in lessons.

Hairdressing and beauty	
Learning programmes for 16-18 Learning programmes for 19+ Apprenticeships	Good

- Teaching, learning and assessment are good, although this is not yet fully reflected in success rates which still require further improvement. The college has sound strategies to raise success rates and these are increasingly effective. Hairdressing and beauty advanced-level success rates are now high and above national averages. However, at intermediate level they are satisfactory, but slightly below national averages; and, at foundation level, rates are low and below national averages.
- Teachers are well qualified, highly motivated and act as good role models to learners. Lessons are well planned and in the best lessons teachers use innovative learner-focused strategies to

stimulate and inspire learners. In these lessons, learners are constantly challenged and they develop their own memorable learning outcomes.

- In the better practical lessons one-to-one coaching is used effectively and background knowledge is checked by good challenging questioning. However, in some practical and background knowledge lessons, more imaginative and innovative strategies are lacking.
- The college’s teaching observation system is good, rigorous and accurate. Teachers are frequently observed and unannounced observations are extensively used. Actions for teachers stemming from the observations are developmental and teachers value the opportunities for review and improvement.
- One-to-one tutorials are good and the interaction between tutor and learner focuses on improving the learner’s experience and qualification unit achievement. Learners’ progress monitoring and target setting are good and learners and teachers use an electronic system effectively.
- The college has excellent modern hairdressing and beauty resources. For practical activities, the number and variety of clients available for learners are limited, restricting training and assessment opportunities. Beauty salons are open plan and noise from adjacent salons can be distracting at times.
- Hairdressing and beauty learners who train in the workplace enjoy their training, are monitored regularly and make good progress. Training opportunities are frequent and learners work with confidence. These learners are highly professional and enjoy working with their salon trainers who act as good role models.
- Assessment in the college and the workplace is good. Assessments are well planned and rigorous. Learners are well supported during the assessment process, the importance of safe working practices is prioritised and constructive developmental feedback is given.
- Learners work professionally and develop practical and written skills appropriate to their level of study, and some develop skills at a higher level. Whilst most practical lessons are good, there could be a greater focus on the requirements of employers and the expectations of industry.
- Additional support for learners is good. Learners’ support needs are identified at the start of their courses and specialist support tutors work in lessons with vocational teachers to support learning. The way support workers are utilised in lessons varies and not all learners benefit from the most effective liaison between teacher and support worker.
- In the best lessons, equality and diversity are promoted well by the use of quizzes and short tests. In too many other lessons, however, equality and diversity are insufficiently identified or promoted. In these lessons, teachers do not plan or use naturally occurring opportunities to develop learners’ awareness as they might.

Sport, leisure and recreation

Learning programmes for 16-18
 Learning programmes for 19+
 Apprenticeships

Good

- Teaching, learning and assessment are good and this is reflected in the good and improving outcomes for learners. They develop good coaching, leadership and presentation skills which are required for successful employment and progression in the sport and fitness industry. Learners’ achievement is good on their main qualifications and on additional industry-specific qualifications. Learners make satisfactory progress and their standards of behaviour are very good.
- Teachers have high expectations of all learners, based on industry standards. Teachers use good teaching and assessment to promote learning, with targeted support and intervention for learners. In a small minority of lessons, teachers’ knowledge and expertise require

improvement. Punctuality and attendance are good and dress codes reflect industry practice, preparing learners for the commercial expectations of industry.

- Teachers integrate theory and practical teaching effectively in most lessons. Good class management ensures that lively groups retain their focus on learning through a wide range of stimulating activities. Information and learning technology is used well and imaginatively to check knowledge and reinforce learning. For example, in a sports injury management lesson, a mobile phone app was used by groups to check their knowledge of the digestive system and related enzymes.
- Teachers often plan their lessons well and use good assessment techniques to check learning. In the small minority of less successful theory lessons, the planning of learning is insufficiently meticulous and some learners are not well stimulated or challenged to make good progress.
- Regular coursework and well constructed assignment briefs contribute to learners’ achievements. Teachers provide good written and verbal feedback on learners’ assessed work, annotating and correcting poor spelling and grammar and providing constructive comments on how to achieve higher standards.
- Learners’ mathematics and English are insufficiently well developed. Lesson planning requires further development, building on the good practice existing, to reinforce literacy and numeracy in theory and practical lessons. For example, fitness and exercise testing groups accurately complete calculations to monitor heart rates and develop individual training programmes.
- Learners’ support and guidance are good. Learners receive good initial guidance and are well prepared for their learning. Regular tutorials review and reinforce learning and assessment opportunities; attendance and work completion are rigorously monitored. However, target setting for learners’ improvement, using the college’s new computer-based system, is under-developed, lacking aspirational target grades and not taking account of prior attainment.
- Learners have good practical and demonstration skills. They instruct and lead fitness sessions with confidence and deal professionally with clients. Learners enjoy their studies and adhere to health and safety industry-standard procedures. Learning support assistants provide good support for groups and individuals.
- Equality and diversity are well promoted. In practical activities, for example, there are discussions about the specific requirements of different client groups when participating in sporting or fitness activities. In theory lessons, opportunities are sometimes missed to develop all aspects of equality and diversity. Learners work well together and show very good respect for others.

Foundation English

Learning programmes for 16-18
 Learning programmes for 19+
 Apprenticeships

Good

- Good teaching, learning and assessment are reflected in the recent significant improvement in outcomes, both for classroom-based learners and for those in the workplace. Learners progress well and often achieve good standards in their lessons. They describe how their skills, particularly in spelling and punctuation, have developed since they joined their courses. Many feel more confident about their employment prospects.
- The majority of teachers skilfully plan for, and support, their learners to engage in more challenging activities above their assessed level. For example, in a foundation level lesson, learners analysed shopping receipts and created descriptions of the shopper’s gender, age and lifestyle. In such good lessons, teachers help learners understand the links between what they do and the requirements of functional skills tests. Most teachers provide useful and timely feedback to learners, helping them to understand how they can improve.

- In a few functional skills lessons, learners do not fully participate and consider their literacy skills not to be improving. In such cases, teachers’ planned activities do not link adequately with learners’ vocational studies and learners cannot see their relevance or value to their future careers. Teachers do not always provide sufficient variety in the level of work given to large groups of learners.
- Thorough initial and diagnostic assessment provides a clear starting point for all learners, ensuring that their learning programmes are designed to extend and develop their skills. Progress is monitored well. A minority of learners of functional skills have learning goals which are too broad and are therefore not useful in meeting their individual needs.
- A new ‘development summary’, which provides a detailed assessment of learners’ attainment against specific literacy tasks, is beginning to help teachers and learning support assistants to provide programmes even more closely matched to learners’ needs.
- Good advice and guidance raise learners’ aspirations and encourage learners to progress, with many moving onto a higher level of study within the college. Learners are well supported by learning support assistants. Working with teachers and learners, they use an e-monitoring system to plot learners’ progress and monitor attendance. However, learners are not sufficiently encouraged to develop a portfolio of their own work, evidencing their skills development and enabling them to monitor their own progress and support revision.
- Equality and diversity are embedded into teaching and learning well. For example, a lesson for advanced level art and design learners used newspaper articles to distinguish between fact and opinion and discussed the negative implications of using words such as ‘fat’ and the invalidity of gender generalisation.
- Good support is provided to unemployed adults who are referred by Jobcentre Plus to attend intensive six-week courses, and these learners achieve well.

Foundation mathematics

Learning programmes for 16-18
 Learning programmes for 19+
 Apprenticeships

Requires improvement

- Alongside structural changes, specialist training and support for teachers have begun to raise the quality of teaching, learning and assessment, which is no longer inadequate but still requires improvement. The college has made significant progress since the previous inspection with new management of foundation mathematics, clear lines of responsibility in vocational areas, effective systems for initial and practice assessments and the monitoring and tracking of progress; the positive impact of these changes is that outcomes for learners are now good.
- Many functional skills teachers create an atmosphere of mutual respect much valued by learners. In better lessons, teachers have high expectations of learners. Learners take increasing responsibility for their own progress and decide when they are ready to take their first practice tests. Teachers in these lessons often use the motivating technique of asking learners to explain processes to the class.
- Classroom management is generally good. Teachers use small groups well and quietly control the use of antisocial language or mobile phones, or rising noise levels. They understand the needs of learners with autistic spectrum conditions and use learning support staff to help learners concentrate. However, not all teachers have the skills to notice when learners have lost focus or do not understand a problem. Too often, they do not target questions sufficiently to individuals, to ensure all are learning.
- In the best lessons, teachers use the vocational context very effectively by, for example, using plumbing materials to practise measuring and calculating, or introducing an interactive computer programme designed specifically for functional skills learning. Teachers ensure that

learners' use of technical and more general vocabulary increases, as the lack of these forms a barrier to learning.

- Teachers' use of information and learning technology (ILT) needs improving. Although in better lessons teachers use a wide variety of stimulating activities with video clips, photography and interactive programmes, a few do not use ILT at all to help learners develop their skills in a vocational context. Much use is unimaginative, with insufficient involvement of learners in interactive programmes or teachers spending too long talking through computer presentations. Too many teachers lack confidence in their own skills or are unaware of the range of learning materials available to them. They make too little use of calculators.
- The initial and diagnostic assessment of learners' skills is thorough and provides learners with an individual online programme to develop their skills outside lessons. However, too few learners currently use this, except where teachers include its use as a regular extension activity in lessons. When used, learners enjoy this tool and comment favourably on their consequent progress.
- Not enough teachers use the results of initial assessment to plan effectively for individual learners. In most lessons, learners do the same task regardless of their level so that faster learners are not challenged and slower learners do not always get the support they need.
- Teachers give positive and encouraging verbal feedback to learners on their progress in lessons, which learners find very motivating. The system for tracking and monitoring learners' progress is well designed, but not yet fully implemented by all teachers.
- Equality and diversity are well promoted, essentially through the culture of mutual respect and valuing of diversity, so evident in lessons.

The effectiveness of leadership and management

Good

- Leadership and management at all levels and across the whole college have improved in a remarkable way in the 14 months since the previous inspection. A new senior leadership team has led this change, but it is pleasing to see that, despite a period of tension and turmoil, the vast majority of staff is working determinedly to provide good teaching and learning in a culture of putting learners' needs first. Good leadership and management have resulted in better teaching and learning and an immediate improvement in outcomes, albeit requiring further improvement.
- Recent changes have rightly and effectively focused on the quality of teaching, learning and assessment in order to move the college from its inadequate position. However, corporate development has not been neglected. A new strategic plan, again focusing on learning and outcomes and supported by an evolving delivery plan, sensibly combines ambition with short-term pragmatism.
- Governance, previously deemed inadequate, is now good. The governing body uses very clear, accurate information to monitor and challenge the college's work. Governors are now actively and enthusiastically involved in appropriate routine matters, such as performance review or safeguarding, not just as observers but as critical friends. Teaching and learning are now a much-improved focus of governance.
- The introduction of substantial commercial concerns to the new campus may have been a detrimental distraction at the time of the previous inspection, but this aspect now is a positive part of the college's routine. Shops, a gym and catering outlets provide income, give learners enhanced facilities and are used, for example as work placements, to enhance the curriculum.
- The range of learning has been properly revised with a better foundation provision, improved progression routes and also courses meeting the needs of, for instance, local unemployed people or new businesses. Extensive, relatively recent work has established, or re-established, links with community and business, which should, in due course, be beneficial to the college.
- Rigorous performance management, accurate self-assessment and associated improvement activities have raised standards of teaching and learning. This has involved many changes in

personnel after the previous inspection, and an emphasis on a clear link between the quality of teachers' work, their pay, appraisal and even continuing employment. The college is aware that further work is needed to deal with the remaining pockets of provision that require improvement.

- A revitalised system for observing teaching and learning, and offering support to teachers, has also helped improve standards, although there are specific areas, such as numeracy, where more staff development is required. Managers, and teachers, are now more clearly aware of their responsibilities for providing a good service to learners, and that they will be rewarded or penalised for this performance. The management of work-based learning has been thoroughly overhauled, with a direct link established between assessors' pay and their successful completion of work with learners.
- Routine review and self-assessment are now powerful tools for driving improvement. Much improved monitoring and tracking of individual learners' performance underpin the regular monitoring of learning, concluding with rigorous quarterly performance review meetings led by the Principal. Many plans for improvement have been demonstrably successful. Some aspects of these plans, such as the full engagement of teachers in fully exploiting the college's very good learning technology, require further work, despite the efforts of the innovation centre and teacher training unit.
- Subcontracted provision has been rationalised, and the remaining subcontractors are subject to proper pre- and post-contract monitoring. Arrangements for the collection of learners' and others' views are satisfactory. Routine feedback to the college is substantial and positive.
- The impressive campus, together with the work of staff and learners, including learner services and an active student council, all help to provide a positive learning environment that is virtually free from harassment and bullying. There are no cross-college differences in performance between main groups of learners, but there are still some gaps to be eradicated, for instance between age groups of those undertaking literacy courses. Teachers, and particularly additional learning support staff, are imaginative in their attempts to help those with potential difficulties. Across the college equality and diversity are celebrated and promoted, but this is not a strong feature of all lessons.
- Safeguarding arrangements are good. Effective work by student services and the human resources department helps ensure that the college meets its statutory requirements for safeguarding learners. Staff are well aware of their responsibilities with respect to safeguarding. Reported incidents are very sensitively and carefully handled, with improving use of external agencies and college resources.

Record of Main Findings (RMF)**Sussex Coast College Hastings**

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work-based learning	Community learning
Overall effectiveness	3	3	3	2	3	3
Outcomes for learners	3	3	3	2	3	3
The quality of teaching, learning and assessment	2	2	2	2	2	2
The effectiveness of leadership and management	2	2	2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
Science	2
Mathematics and statistics	2
Building and construction	2
Hairdressing and beauty therapy	2
Sport, leisure and recreation	2
Foundation English	2
Foundation mathematics	3

Provider details

Sussex Coast College Hastings	
Type of provider	General further education college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 2,238
	Part-time: 5,023
Principal/CEO	Mr Clive Cooke
Date of previous inspection	November 2011
Website address	www.sussexcoast.ac.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	242	35	377	85	812	227	46	18
Part-time	251	470	154	285	261	141	0	56
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	160	119	151	74	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	516							
Number of employability learners	167							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Albion in the Community ▪ Cleverham Community College ▪ Crossland and Dudson ▪ Essential Sports Training ▪ Manley Summers ▪ Millennium ▪ Rye Partnership ▪ SCL Security 							

Additional socio-economic information

The college has its main campus, with modern buildings, in Hastings town centre, with a modern technology centre at Ore Valley, some two miles east of Hastings. Additionally, it has a motor vehicle centre in nearby Bexhill and a commercial energy centre in Hastings. It also uses twelve community venues jointly to deliver community provision. Hastings has suffered from a lack of inward investment and, despite recent intervention by government agencies, is still faced with serious social and economic issues. Hastings has the second highest rate of unemployment in the South East with nearly 10% of the working-age population claiming Jobseekers Allowance. Hastings and Rother also have a large percentage of economically inactive people, including retirees, benefits claimants, refugees and asylum seekers.

Information about this inspection

Lead inspector

David Martin HMI

Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the Deputy 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 of the 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.

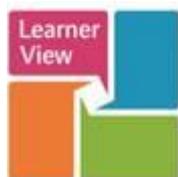
What inspection judgements mean

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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