

Craven College

Inspection report

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Type of provider: General Further Education College

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Information about the provider

1. Craven College is a large general further education college, originally established in 1894. It is based in the market town of Skipton and draws many of its learners from the dispersed towns and villages of the Yorkshire Dales. The college operates over 11 teaching and administration sites, with two principal campuses in Skipton town centre and at Aireville on the outskirts of the town. Learner numbers, provision, and accommodation have expanded since the last inspection. Particular areas of expansion have been around land-based provision, construction, and the Aviation Academy.
2. The college offers courses from entry level to higher education, with the highest numbers of enrolments on courses at intermediate and advanced level. In 2009/10, the majority of full-time learners were aged 16 to 18 and the majority of part-time learners were adults. There were more female than male learners. The proportion of learners from minority ethnic backgrounds was slightly above that found in the local population. The college offers provision in all subject areas, with the highest numbers of enrolments in health and social care, leisure, travel and tourism, arts, media and publishing, and preparation for life and work. Tyro Training is the commercial training division of Craven College. It is based in Skipton and has another centre in Scarborough. It serves a range of employment sectors both locally and further afield. The college offers Train to Gain courses, apprenticeships, and young apprenticeships in a range of subject areas.
3. Unemployment in the area is relatively low. In 2009, the percentage of Year 11 learners achieving 5 GCSE grades A* to C, including English and mathematics, was 58.6% for North Yorkshire, compared to a national average of 49.8%. The college's mission statement is *'Craven College – Enriching Lives Through Learning'*.
4. The following organisations provide training on behalf of the college:
 - Yorkshire College of Beauty – Learner responsive provision
 - Stable Trading – Learner responsive provision.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to 16	123 part-time learners
Further education (16 to 18)	1,398 full-time learners 373 part-time learners
Foundation learning (included in above)	515 full-time learners 36 part-time learners

Entry to Employment	40 learners
Provision for adult learners: Further education (19+)	441 full-time learners 1,612 part-time learners
Employer provision: Train to Gain Apprenticeships	795 learners 280 apprentices
Personal and community development learning	451 learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2
Subject Areas	Grade
Land based studies	3
Hairdressing and beauty therapy	2
Sport, travel and tourism	2
Arts, media and publishing	2

Overall effectiveness

5. This is a good college with some outstanding features. It has a friendly and welcoming atmosphere that enables learners to feel safe and settle quickly to their studies. Outcomes for learners are good and the contribution learners make to the community is outstanding. The achievement of learners has improved since the last inspection and all groups of learners achieve well, with some examples of outstanding achievement, such as those for learners on apprenticeships. The college has accurately identified the small pockets of provision where achievement is not so strong and has put strategies in place to support improvements here. Learners make good progress in their studies.
6. Teaching and learning are good and most lessons are effective in engaging learners and promoting high levels of knowledge and skills development. The monitoring of learners' progress is generally satisfactory. The college has a very strong focus on meeting the needs of the rural area it serves and is extremely successful in this aspect. The college's partnership working is outstanding. The college works very effectively with a wide range of organisations to benefit

learners, schools, employers, and the local community. Good care, guidance and support are provided for learners which supports their transition into the college, their achievement whilst on their programme, and their progression onto the next step in their career.

7. Leadership and management are good. Excellent strategic leadership and governance have generated a culture of improvement and accountability in the college. Equality and diversity are promoted strongly; no groups of learners underachieve and the college is a harmonious community where all are welcomed. Safeguarding is good. Health and safety are usually well promoted, although in a very small minority of cases promotion is insufficient. There is very effective use of the views of learners, employers and other interested groups to help improve provision. Self-assessment processes are thorough and drive forward improvement strongly in most areas.

Main findings

- Outcomes for learners are good. Success rates have improved significantly for learners over the last few years and are now high. There are a few areas where success rates are below the national average. Achievement rates for learners on apprenticeship programmes are outstanding. Variations in the achievement of different groups of learners are minimal.
- Learners make good progress on their courses. They enjoy their studies and develop skills well to support their economic well-being. There are high levels of progression to further education, employment and training. Learners make an outstanding contribution to the local community and the college.
- Teaching and learning are good. Better lessons contain a good range of learning activities, group work and presentations. Tutors very ably improve learner confidence and motivation. Less effective sessions are insufficiently planned to stimulate challenge and check learning. Assessment practices are good across the majority of programmes.
- The quality assurance arrangements for teaching and learning are suitably thorough. The observation process effectively identifies the key learning components of teaching sessions but attributes an over positive weighting which inflates the grade in some instances. The monitoring of learners' progress is generally satisfactory. Although strong in some areas, progress monitoring and the setting of sufficiently challenging targets are not fully embedded in all programmes.
- The college has an extremely varied and inclusive programme offer that reflects, and is supportive of, the rural community it serves. Strong emphasis is placed effectively on providing learners with a wide range of entry points, excellent progression routes and varied learning opportunities. The college offers an exceptional range of occupational enrichment, placement, and additional qualifications that enhance learners' career prospects.
- The college's partnership working is outstanding. Extensive and productive collaboration between employers, local agencies, schools, higher education, the

community and public services is highly beneficial in widening learners' experience and creating employment opportunities.

- The provision of information, advice, guidance and pastoral support for learners is good. The wide range of support services has a high profile and is well promoted. Learners benefit from well qualified and experienced support staff. Learners with particularly complex needs are referred to appropriate external agencies. Productive links with transport operators offer learners a comprehensive and subsidised transport scheme.
- The Principal, governors, and senior managers provide excellent strategic leadership. The college's strategic plan and mission match national and regional priorities very well. Challenging improvement targets are set at every level of the college and monitored regularly through a robust performance review process. A strong focus on the accountability of managers and teachers results in improving outcomes for learners.
- Governors have a wide range of skills and experience, which enables them to carry out their statutory duties very effectively. Governors provide excellent support and effective challenge to the college. Clerking arrangements are particularly effective. Governors demonstrate an excellent awareness of college priorities, and with senior managers, negotiate and agree the strategic objectives for the college and set challenging targets.
- Safeguarding arrangements are good. Learners feel very safe at college. The college fulfils all its statutory requirements well and appropriate checks are recorded centrally. Appropriate training is carried out. A newly formed governor compliance committee reviews arrangements for safeguarding, providing additional rigour. Risk management is comprehensive. In a very small minority of sessions, good health and safety practice is insufficiently promoted.
- The college's promotion of equality and diversity is good. Training in equality and diversity is comprehensive. The promotion of activities and events to celebrate diversity and encourage community cohesion is good and the college is extending this further. Learners have a good understanding of the role they have in promoting the college stance on zero tolerance to bullying and harassment.
- Self-assessment and quality improvement arrangements are good overall. The quality framework is well defined and the self-assessment reporting structure concise. Performance data are used effectively. Self-assessment action plans are monitored regularly. Performance management is strong and effects good improvement in many curriculum areas. However, the pace of improvement in a small number of curriculum areas has been slow.

What does Craven College need to do to improve further?

- Improve those success rates, which are below the national average by embedding learner support strategies and ensuring effective monitoring of individual progress.

- Improve further the quality of teaching and learning by improving the accuracy of lesson observation judgments and strengthening action planning for teachers to improve their practice.
- Develop further the arrangements to monitor effectively the extent to which all staff follow policies and procedures as they relate to health and safety and accurate identification of risk to learners.
- Increase the pace of improvement in those areas of the college which are underperforming, by ensuring rigorous self-assessment and comprehensive action planning.

Summary of the views of users as confirmed by inspectors

What learners like:

- the friendly atmosphere
- the welcoming environment
- the very good support
- how they are helped to plan for the future
- their relevant and interesting lessons
- their good relationships with staff
- how their confidence and skills are developed.

What learners would like to see improved:

- access to food on certain sites
- access to and reliability of information technology (IT)
- study centre opening times on some sites
- practical animal care and equine resources.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the helpful college staff
- how well learners are looked after
- the preparation for further courses
- the flexibility and responsiveness of the provision
- the very strong communication
- good learner progress
- their good relationship with the college.

What employers would like to see improved:

- specialist support for Skills for Life for Train to Gain learners
- the marketing of commercial courses

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. The college's capacity to make and sustain improvement is good. Since the last inspection, the college has successfully addressed all the areas for improvement and built upon areas of strength to sustain good provision for learners. The Principal, senior management team and governors have provided particularly strong and effective leadership and developed a staff culture of responsibility and accountability. Performance management has been a key driver in reviewing performance, identifying risks and underperformance, and taking decisive action to effect improvement. Improvement is evident in many but not all curriculum areas. The pace of change in a small minority of underperforming areas has been slow.
9. Improvement targets, based on accurate management information, are challenging and monitored regularly. Quality improvement processes are well developed. Data on the performance of different groups accurately inform self-assessment. The quality of scrutiny and moderation of curriculum self-assessment reports varies, and in a small minority of cases the reports are poorly compiled and grades over inflated. Divisional and college summary self-assessment reports undergo a high level of moderation provided by an effective network of partner colleges. The strong and well-focused staff development programme supports the college's capacity to improve well. The particularly effective strategic focus of managers and governors, aligned with prudent financial management and strong partnerships within the rural community, places the college in a good position to respond well to change and continue to build on its capacity to improve.

Outcomes for learners

Grade 2

10. Overall success rates have improved strongly since the last inspection. Between 2006/07 and 2008/09 there has been a significant increase in the success rate for learners aged 16 to 18. The overall success rate on long courses was high in 2008/09, with success rates on advanced and intermediate programmes being well above comparable national rates. On foundation programmes in 2008/09, success rates were slightly below the national rate. In 2009/10, the success rate for foundation level rose significantly and, although the rates for intermediate and advanced level fell slightly, they remained high. For adult learners the success rates were high and above comparable national rates at intermediate and advanced level in 2008/09 but significantly below the comparable rate for foundation programmes. In 2009/10, success rates rose at all levels for adult learners, particularly strongly at foundation level.
11. The college has a clear aim to improve success rates, and their strategies have proved effective in most areas. Managers are now working on embedding these strategies in the few remaining pockets of underperformance, such as GCE AS provision. Key skills success rates, which had been a key focus of the college, increased significantly in 2009/10 to well above comparable rates.

12. Success rates for young apprentices are very high. There are outstanding and rising success rates for apprenticeship provision. In 2008/09, the overall rate and the rate of completion within the planned time were both more than 10 percentage points above comparable national rates. Data to date for 2009/10 show a further continuation of this upward trend. For Train to Gain provision, the rate of completion within the planned time was broadly in line with the national rate in 2008/09, and data to date for 2009/10 show an upward trend.
13. In most years, there are minimal differences in the achievement rates for male and female learners, for different age groups, and for different ethnic groups. There has been a difference in the success rates for learners receiving additional learning support, with these learners achieving less well than their peers. However, there was a significant improvement at most levels in 2009/10 for learners in receipt of additional learning support who did as well as, or better than, their peers. The exception was learners on advanced level provision, where further improvement strategies have been put in place.
14. Learners make good progress in almost all areas of provision and there are examples of individuals overcoming significant barriers to learning to succeed in their studies. Learners are making good progress in their lessons and the standard of work they produce is good generally, and better than this on some courses. Learners show good development of their skills to support their economic and social well-being, with the high levels of vocational skills of staff being used to good effect. Learners enjoy college life and their studies, behave well, and work well together.
15. Learners feel very safe and well cared for; inappropriate behaviour is not tolerated. In most subjects, learners demonstrate safe working practices with some, such as in the Aviation Academy, engaging in outstanding personal safety practices. In a few instances, safe working practices do not always reflect industry standards. Learner's health and well-being are promoted to a good standard. Measures to involve learners in physical activity and sports are successful overall, although these have not engaged all learners from across the college and its various sites. Healthy food options are available widely and learners appreciate this choice. The college is developing systems to measure the positive impact of these wider outcomes for learners.
16. Learners make an outstanding contribution to the college and local communities through a broad range of productive partnerships. The wide-ranging and highly effective involvement is often integrated with the work of learners' subject areas, where practical activities in the local area are commonplace, for example, the involvement of horticulture learners in 'Skipton in Bloom'. 'Learner voice' arrangements are effective and enable learners to contribute successfully to the development of the college.

The quality of provision

Grade 2

17. Teaching and learning are good. Better lessons contain a good range of learning activities, group work and presentations. Tutors very ably improve learner confidence and motivation through their well planned and conducive management of sessions and probing questioning. Many learners make positive contributions whilst responding to such questions and play an active role in stimulating discussions. Information technology and the college's virtual learning environment are used imaginatively to extend learning. Learners benefit from occupationally experienced staff who promote current industrial practice effectively. In a very small minority of sessions, health and safety related issues are not routinely identified by tutors. Less effective teaching and learning sessions are insufficiently planned to stimulate challenge. They lack pace and tutors use effective questioning to check learning insufficiently.
18. Training on apprenticeship and Train to Gain programmes is well prepared and takes good account of learners' individual needs. Tutors establish good links between theory and practice. Learners are highly motivated and benefit from the effectively planned NVQ assessments. Assessment practices are good across the majority of programmes. Tutors provide positive feedback and direction that clearly identifies how learners can improve their work. In a small minority of cases, feedback is vague and lacks clarity.
19. College arrangements for initial and diagnostic assessments of learners' literacy and numeracy support needs are sound. Learners benefit from timely specialist support from functional skills tutors allocated within subject areas. However, the allocation of literacy and numeracy specialist staff for some Train to Gain learners has been slow. The monitoring of learners' progress is generally satisfactory with most subject areas starting to utilise the college's online individual learning plan and course performance tracker. However, the effective monitoring of learners' progress, and the setting of sufficiently challenging improvement and progression targets are not fully embedded in all programmes.
20. The quality assurance arrangements for teaching and learning are suitability thorough with all aspects of the learners' experience observed. Planned observations take good account of individual programme performance, a tutor's previous observation grade, and any changes in a tutor's role. Annual reporting contains detailed evaluations of the effectiveness of the process. However, the report does not analyse the key characteristics of teaching and learning seen during the observations that took place in the year. Outcomes from observations satisfactorily inform staff development. Divisional managers effectively monitor tutors' completion of any improvement actions generated as part of observation. The observation process identifies effectively the key learning components of each lesson. However, grades awarded to observed lessons are over generous in some instances.
21. The college has an extremely varied and inclusive programme offer that strongly reflects, and is supportive of, the rural community it serves. Good

emphasis is placed on providing learners with a wide range of entry points, excellent progression routes and varied learning opportunities. A number of distance learning programmes enhance access to programmes for those who live in sparsely populated geographical locations. A comprehensive apprenticeship and Train to Gain offer extends training into the workplace. An extensive range of higher-level programmes are provided. Year 10 and 11 pupils have increased choice through the provision of diplomas and young apprenticeships. Through neighbourhood learning the college successfully engages hard-to-reach learners disillusioned with education, the long-term unemployed, those returning to education and learners from minority ethnic groups. Programmes are responsive to individual need, have flexible modes of attendance, and are provided in venues to suit learners and employers.

22. The college offers an exceptional range of occupational enrichment, placement, and additional qualifications that enhance learners' career prospects. The excellent work placement links established in Malta, Italy and Finland extend learners' occupational and personal experience. Learners are involved and are successful in many local and national competitions. Projects within the local area can lead to employment. Divisional managers, together with course teams, aptly plan the annual schedule of enrichment. However, there are insufficient mechanisms to quality assure divisional plans or to ensure that all learners have an equal experience.
23. The college's partnership work is outstanding. Extensive and productive collaboration between employers, local agencies, schools, higher education, the community, and public services is highly beneficial in widening learners' experience and creating employment opportunities. An excellent partnership with the NHS, results in learners gaining employment in their second year of study as they prepare for higher education. Art and design learners work to commercial briefs as part of their programme. In collaboration with Yorkshire Dales Millennium Trust, the college has developed programmes to extend and increase local diversity. This partnership has supported the development of construction skills, including heritage skills such as dry-stone walling and lime plastering. On behalf of the local council, learners have built and maintained floral displays. In collaboration with other groups, college tutors and business management learners have completed a survey and gap analysis to evaluate how businesses meet the local need.
24. Care, guidance and support are good. The provision of information, advice and guidance is good. Links with schools are productive. All learners are interviewed by central admissions and subject specialists who help them choose the right course. Pastoral support for learners is good. The wide range of support services has a high profile and is promoted well. Learners benefit from well qualified and experienced support staff. Productive links with transport operators offer learners a comprehensive and subsidised transport scheme, which enables them to travel to college easily. Learners can readily access personal advisors, counsellors and wider support services. The college measures the impact of these services on retention and success showing a positive impact, and is further developing its monitoring in this area. For

learners with particularly complex needs, records are of good quality and permit fast referrals to appropriate external agencies.

25. Initial assessment of learners is suitably comprehensive and leads to early identification of additional support needs. Learners value this support. Employers feel they are very well supported in recruiting and supporting work-based learners. Regular group tutorials are effective in raising learner's awareness of equality and diversity, sustainability, healthy lifestyles, well-being, and personal safety. Individual tutorials and workplace reviews for apprentices take place at appropriate intervals. Support needs are acted upon efficiently and effectively. Work-based learner's assessment plans are adjusted to meet individual needs.
26. Vulnerable learners progressing to college from care or supported learning are very well supported and learners, parents and carers express high levels of satisfaction. The college engages with partners as early as possible to support learners through the transition period. On-going careers advice from the college and Connexions helps learners to commence planning of progression early in their programme.

Leadership and management

Grade 2

27. Leadership and management are good. The Principal, governors, and senior managers provide particularly effective strategic leadership. The college's strategic objectives match national and regional priorities very well and are linked effectively to operational planning at college, division and course team level. Challenging improvement targets are set at every level of the college and monitored regularly through a robust performance review process. A strong focus on the accountability of managers and teachers results in improving outcomes for learners.
28. Governors bring a breadth of skills and experience to their work to enable them to carry out their statutory duties very effectively. Governors' expertise is deployed particularly well within the college, providing both strong support and highly effective challenge. Clerking arrangements are particularly effective. Governors demonstrate an excellent awareness of college priorities and, with senior managers, negotiate and agree the strategic objectives for the college and set challenging achievement targets.
29. Safeguarding arrangements are good. Learners feel safe at college. Required records are kept centrally. Training is carried out, covering staff, governors, volunteers and some learners. A newly formed governor compliance committee reviews arrangements for safeguarding, giving additional rigor to the process. Risk management is comprehensive and ongoing reviews ensure levels of risk are judged accurately. Policies and procedures outline safety processes and measures clearly. A senior manager, whose work is monitored by a nominated governor, takes responsibility for safeguarding across the college. Safeguarding is strongly embedded in the curriculum, across learner support arrangements,

and in learner surveys. A very small minority of staff are insufficiently rigorous in their application of college procedures relating to health and safety.

30. The college's promotion of equality and diversity is good. All key legislation is covered in the college's single equality scheme. Action planning to improve the college's approach to meeting the requirements of the scheme is detailed and effective. Training in equality and diversity is appropriate and comprehensive. The promotion of activities and events to celebrate diversity and encourage community cohesion is good and the college wants to develop this further. Much effort has been taken to develop a respect agenda within the college. Learners have a good understanding of the role they have in promoting and actioning the college stance on zero tolerance to bullying and harassment. The college monitors the achievement gap of different groups well and improvement strategies have been effective so that there is little discernible difference in the outcomes for learners of different ethnicity or gender. On foundation and intermediate courses, the college has effectively closed the achievement gap for learners in receipt of additional learning support when compared with their peers. The college has identified further work to do to affect the same results for learners at advanced level.
31. The college has established good initiatives to engage learners in decision making, with the development of an effective student council a high priority. The first student conference was held early in 2010 to establish learner views and the college has been highly responsive to the outcomes, implementing many of the suggested improvements. Governors and senior managers have shadowed learners for a day to gain a better perspective of student life. Learners' representatives on the student council value highly the direct contact they have with the Principal, senior managers and governors. The college is very responsive to employers and community needs, and there are good examples of employers influencing curriculum design.
32. Self-assessment and quality improvement arrangements are good. Performance data are used effectively to analyse performance overall and by different groups and are used well to inform judgements. The implementation of self-assessment action plans is monitored regularly through a strong performance management process. This process is having a positive impact on learner outcomes in most curriculum areas. However, the pace of improvement in a few curriculum areas has been slow. Partnership arrangements with other colleges provide effective external moderation to enhance the rigour of the college's self-assessment report. However, at curriculum level, the college does not provide sufficient scrutiny to ensure the rigour of some reports.
33. The college provides good value for money. Outcomes for learners have improved and are good. The college has invested appropriately to improve resources across all sites. However, in rural studies, an increase in learner numbers has resulted in insufficient resources to effectively meet learner needs. Learners have influenced improvement in facilities appropriately. Prudent financial management has enabled the college to secure funding to build an additional teaching block at one site. Staff are well qualified and experienced.

The college demonstrates a strong commitment to sustainable development within the rural community. Senior managers have been proactive in accessing external funding to develop rural environmental awareness and dry-stone wall building courses.

Subject areas

Land based studies

Grade 3

Context

34. About 300 full-time learners study courses in rural and equine studies at the rural and equine centre located within Skipton livestock market adjacent to the main college site. Courses include animal care, horse care, horticulture, countryside management, and floristry from entry level to advanced level, with some higher education offered at the college. Half of all learners are on advanced level programmes. Most learners are aged 16 to 18, and half have identified learning difficulties. A further 58 pupils aged 14 to 16 follow land-based programmes.

Key findings

- Success rates on intermediate full-time courses are good. All learners on first diploma courses in horse care, agriculture, and countryside achieved their qualification in the last two years. Success on the first diploma in animal care increased to just above the national average in 2009/10. Key skills success rates have improved and are now good.
- Success rates on advanced level courses are low. Learner retention on national diploma programmes in countryside management and horse management has declined and success rates are below the national average. The national diploma in animal care success rate was below the national average but improved in 2009/10. The small number of learners on the advanced horticulture course in 2009/10 all achieved the qualification.
- Achievement in a range of additional qualifications in horticulture and countryside is good, enhancing employability. These qualifications are valued by learners and include tractor and quad bike driving, dry stone walling and live quarry shooting. Horse care learners work towards British Horse Society stage tests although few progress to stage 3.
- Teaching and learning are satisfactory. Most staff are current practitioners and use their vocational experience well to engage learners. Teaching and learning are good in those lessons where teachers plan effectively and use a range of activities to engage learners. However, there is some inadequate teaching. Some teachers lack awareness of individual needs and too much of the teaching in these lessons lacks challenge. Health and safety are not always sufficiently reinforced in practical sessions.
- The standard of learners' work is satisfactory. Learners undertake a range of assignments that enable them to develop their skills. In the best work, learners effectively link theory to practical application. However, some advanced level assignments lack sufficient challenge and variety. The quality of feedback to learners is varied and does not always help them enough to improve. Many learners make slow progress in the development of practical skills in animal care, horse care, and floristry.

- The college offers a good range of courses to meet the needs of the learners and the community. Many courses have small numbers of learners and the college has been innovative in supporting small group sizes. A wide range of short courses, including innovative topics such as gardening for pre-school children, are held in venues throughout the county. Learners enjoy their courses.
- Partnerships with industry are good. The department is located within the livestock auction, which enhances the college's reputation with industry and benefits learners. Learners also benefit from using a range of modern machinery from the on-site machinery dealership. Teachers make good use of a wide range of businesses and specialist locations for visits and practical activities to enhance learning.
- Support for learners is satisfactory. Informal pastoral support is good, tutors know the learners well, and are very responsive to their needs. Action is being taken to rectify weaknesses in the formal tutorial process and ensure action planning and target setting challenge learners effectively. Additional learning support is satisfactory, with vocationally experienced learning support assistants linked to learners where needed. However, there is an insufficient emphasis on assisting learners to develop independent learning skills.
- Practical resources in animal care, equine, and floristry have not developed sufficiently to meet the needs of the increased learner numbers. Whilst there are some good resources to support teachers these are insufficient for learners to fully develop their practical skills. Links with an external equine yard are used to enable the increased numbers on horse care programmes to access additional horses.
- Community links are excellent. Horticultural and countryside learners are major supporters of Skipton in Bloom and Yorkshire in Bloom, growing flowers and planting and maintaining containers and beds in the town. Learners sell plants and produce, and work on a range of community projects such as school sensory gardens.
- Leadership and management are satisfactory. Successful action has been taken to develop the curriculum offer well, and to increase learner numbers. However, there is a lack of attention to detail. New and part-time members of the teaching staff have insufficient support and guidance. College procedures are not always applied consistently.
- The college self-assessment report has correctly identified most key strengths and areas for improvement. There are plans in place to improve practical resources for learners. However, actions to bring about improvement, including those to improve the quality of teaching and learning, and to raise success rates, have been slow to take effect.

What does Craven College need to do to improve further?

- Increase the success rates on advanced level courses by improving the management of the curriculum delivery, making better use of initial assessment

to inform learning and improving action planning and target setting to drive learners' progress.

- Improve the standard of teaching by supporting new and part-time staff more effectively and increasing the challenge in classes, with a focus on meeting the needs of all learners.
- Improve learners' access to practical resources in animal care and horse care, to enable them to develop the skills required by industry.
- Improve the attention to detail and the monitoring of delivery by senior managers, to ensure greater consistency of approach and enhanced performance.

Hairdressing and beauty therapy

Grade 2

Context

35. Around 165 learners are enrolled on hairdressing, beauty, and sports therapy courses at NVQ levels 1 to 3. Of these, most are female and 72% are aged 16 to 18. Three per cent are from minority ethnic backgrounds. Seven per cent of learners have additional learning needs. There are 29 learners enrolled on theatrical and media make-up courses at intermediate level. In addition there are six pupils aged 14 to 16 on a NVQ level 2 certificate course in hairdressing.

Key findings

- Success rates are high and well above the national average on most courses, particularly on beauty therapy courses at level 3. Hairdressing success rates on NVQ level 2 courses are also high. However, the success rate for the small group of NVQ level 3 sports massage diploma learners is below the national average. Key skills success rates have been consistently high and are significantly above the national average.
- Learners' progression to positive destinations is good. Teachers raise learners' aspirations successfully and learners make very good progress in developing skills that meet with industry requirements. All learners who left the college in 2009/10 have moved onto employment or further education. Learners thoroughly enjoy college and develop very good skills.
- Learners feel safe and understand the importance of wearing their ID badges, which they are proud of. The safeguarding of learners is good. Some learners and all the staff have taken online training in basic awareness of child protection. Promotion of health and well-being is embedded well within the curriculum.
- Teaching and learning are good. In the better lessons, all learners work very well and to good effect. Learners benefit from regular assessment supported by a wide and varied range of clients. However, in the few weaker lessons, insufficient attention is paid to some health and safety practices in the salon. A room which has been used for acrylic nail application has insufficient ventilation.
- Most learner portfolios are very well organised and presented. Some assignments are word-processed and have good illustrations of learners' work. Written feedback by tutors is inconsistent. Some is informative and encourages learner improvement. However, in a few cases it is too vague and does not help learners improve.
- Assessment opportunities and practices are very good. Assessment is fair and managed well. The use of the electronic individual learning plans is underdeveloped. Learning targets are yet to be included on the system.
- The beauty therapy treatment rooms at the town centre academy do not reflect commercial standards. There is insufficient storage space, and it is difficult to reflect the professional standards expected by staff in the current rooms.

- The provision meets the need of learners very well. Flexible individual timetables are used for learners in practical lessons, allowing them to work alongside learners working at different levels to them. Learners enjoy this, as they like being able to build good relationships with a wider range of peers. Hairdressing practical sessions are organised on a commercial basis and a senior stylist works on clients in the salon, acting as a role model for learners.
- Learners fully utilise the opportunity to take part in a wide range of enrichment activities. These include external visits to trade shows, external lectures at a local hospital, and training from national product companies. There are some good partnerships arrangements with local schools and employers. Community links are good and enable learners to take an active role in fundraising events.
- Small group sizes enable the tutors to give very good individual support to the learners. Tutors are quick to see when learners are having difficulties. They intervene appropriately and provide very good support, which motivates the learner to progress. Learners feel involved in monitoring their own progress, which motivates them to succeed.
- The division is managed very well. There are clear lines of communication. Course tutors are very aware of their accountability and their roles and responsibilities. Learners' progress is monitored and evaluated frequently. Swift intervention is taken when learners appear to be at risk of falling behind.
- All activities, including those in lessons, promote equality, and support diversity well. When questioned, learners were able to distinguish between the two concepts and show their understanding of them.

What does Craven College need to do to improve further?

- Increase retention on sports therapy courses by ensuring the current focus on reviewing and evaluating the impact of improvement strategies is maintained.
- Review the risk-assessment in delivering nail technology to ensure all aspects of health and safety are implemented effectively.
- Further develop the use of the electronic individual learning plan across the division to help improve the monitoring of learners' progress.
- Ensure that the written feedback on learners' assignments is of consistently high quality and helps learners improve their work.

Sport, travel and tourism

Grade 2

Context

36. The college offers a range of courses from foundation level to higher education in sport, and travel and tourism. There are 289 full-time learners following vocational courses, almost all are aged 16 to 18. Around 131 learners study sport and 158 study travel and tourism. There are slightly more male than female learners. Most full-time learners complete relevant additional qualifications. A range of industry specific adult part-time courses are offered at the college and at the local airport.

Key findings

- Success rates on full-time courses are mostly good in travel and tourism and satisfactory in sport. Key skills achievement is excellent. The national award and diploma courses in aviation, and the first diploma in travel and tourism achieve outstanding success rates. The success rate on the national diploma in travel and tourism is declining and is now below average. The success rate on the first diploma in sport is low.
- The standard of learners' work is good. College data show that learners are making very good progress on advanced level courses, above that expected from their prior attainment. Learners are confident when making presentations and the standard of their written work is good.
- The promotion of safe working practices in travel and tourism is outstanding, and good in sport. For example, businesses, employees, security groups and the Aviation Academy learners work together to consider how communities can be made safer to counter the threat of terrorist and crime issues. All learners are fully briefed and they are clear about their own responsibilities in maintaining a safe working environment at college.
- Excellent links with business have been developed to enable learners to benefit from work experience. For example, links have been made with a Maltese airport where learners work shadow staff across the range of airport services, including check in, baggage handling, and security. Similarly, learners in sport visit Finland, where they are required to complete 30 hours of practical coaching as part of their sports coaching module.
- Teaching and learning are good. Teachers use a good range of active learning strategies, effective group work, and learner presentations. Learners are enthusiastic about their learning. In a small minority of lessons, learners' behaviour is inappropriate. A few staff rely too much on extended group work. This and some other learning activities need to be better planned to ensure appropriate challenge.
- Facilities for travel and tourism are very good and are satisfactory for practical sport. Sports learners travel for practical lessons; they have access to a local swimming pool and share access to the local sports centre for sports coaching

and fitness sessions. The dedicated facilities for travel and tourism in Skipton are good and outstanding at the Aviation Academy.

- Staff are particularly well qualified and experienced. All staff hold relevant qualifications and have appropriate experience of industry that supports their teaching and the vocational specialism offered. Several sports staff are highly qualified in sports coaching and outdoor education which further supports the learning well.
- Travel and tourism staff have developed excellent employer links. A major airline service company, and a major airline, have been involved in the design and planning of the aviation courses offered by the college. The college is working with several major travel companies to develop a new course in activity and adventure tourism. There are effective links with schools for sports coaching units.
- Both sports, and travel and tourism learners are offered a good range of industry-relevant qualifications, which they may take in addition to their main qualification. For example overseas resort representatives, aviation courses, first aid, and coaching qualifications.
- Support for learners is good. All staff routinely update the electronic individual learning plan and course performance tracker with information about progress and concerns. This informs the reviews of each learner's progress and the identification of support needs well. Learners at risk of leaving early, or not achieving their qualifications are monitored closely, and the vast majority achieve their learning goals. Learners who receive additional learning support are also very successful.
- The promotion of equality and diversity is good. The college has a strong culture of respect and a low tolerance for abuse, discrimination, bullying and harassment. Learners are fully aware of their rights and responsibilities in relation to equality and diversity. Targeted posters at the high street centre for travel and tourism and the Aviation Academy promote equality and diversity well.
- Curriculum management is good overall and especially strong in travel and tourism. Course review, monitoring of operational plans, and monitoring of learners at risk are good. In sport, not all agreed actions are adequately tracked for implementation. Internal verification arrangements in travel and tourism are particularly strong. In sport, the quality of feedback on some assignments is insufficiently detailed. The self-assessment process is inclusive. The report is mostly accurate and course teams actively review their progress against the targets set.

What does Craven College need to do to improve further?

- Improve the success rates on the national diploma in travel and tourism, and the first diploma in sport, by ensuring that the good practice in quality assurance, and improvement evident on other courses is shared effectively.

- Improve the design and delivery of some learning activities to ensure that all learners are appropriately challenged and teachers manage group work more effectively so that all learners make good progress.
- Ensure that internal verification arrangements are more robust in sport so that all course assignments fully comply with the awarding body guidelines, and that all learners' work is assessed and graded at the appropriate level.
- Improve the recording of agreed actions in course team meetings and the monitoring processes, to ensure that actions are fully implemented.

Arts, media and publishing

Grade 2

Context

37. Some 201 learners are enrolled, the considerable majority of whom are aged 16 to 18. The provision is delivered at the main college site. Learners are able to choose pathways from both vocational and academic subjects, embracing the visual and performing arts, media and publishing, most of which are available from intermediate to degree levels

Key findings

- Success rates at intermediate and advanced levels are high overall. Success rates in key skills are high. Most individual programmes have high success rates although they have fallen slightly from the very high levels of 2008/09. Learners' progress is good across the whole area of learning.
- The standard of learners' work is good and particularly strong in fashion, graphics, and photography. Learners' work is celebrated in public displays around the college and learners are able to make a positive contribution to their local and extended community through an exciting series of exhibitions, shows and performances.
- Attendance is mainly good although in a small minority of classes, punctuality is variable. Learner surveys and meetings with learners confirm that they enjoy college life, where they feel safe and well cared for.
- The preparation for learners' economic and social well-being is very good. The emphasis on realistic and beneficial work experience and live projects, sometimes leading to actual employment, underpin the vocational relevance of their programmes to learners.
- Teaching and learning are mainly good and assessment is very good. Staff have high expectations for learners, especially in performing arts, to manage and be responsible for their own learning. Information and learning technology are used effectively and learners benefit from the experience their teachers have of industry. Assignments are relevant and vocationally based where appropriate. In some classes, there is insufficient insistence on rigorous non-negotiable classroom practice and behaviour.
- There is a wide range of provision, despite some small class sizes, that offers academic and/or vocational pathways in most subjects. Additionally there are good opportunities to progress to higher levels of study, including degree level.
- Partnerships with local schools and employers are well developed. The fashion course has an especially valuable association with an internationally renowned local company, which is highly beneficial to learners. Through these associations, learners are able to develop their vocational experience and test acquired skills.
- The area of learning is managed well. Causes for concern are identified quickly and effective actions implemented successfully. Management information is

used effectively to inform planning and curriculum design, as are the views of learners.

- Maintaining the industrial experience of teachers is seen as a priority and they are well supported by continuing professional development activities that help develop their skills. Managers and teachers have appropriate delegated autonomy at course level and entrepreneurial activities are strongly encouraged.
- Equality and diversity are embedded well and celebrated both in planning and delivery. The performance of diverse groups is monitored closely to ensure that there is no underperformance by any particular group.
- Specialist resources and accommodation are good; they are respected by learners and well maintained, though there is some disparity between the access to information and learning technology between courses.
- Quality assurance is thorough, and its findings used well to improve the provision. In some cases, teachers are not always aware how improvements have been effected. Internal judgements regarding the quality of teaching do not wholly reflect those of inspectors. The self-assessment report is accurate and all staff contribute to its completion.

What does Craven College need to do to improve further?

- Establish a culture where a rigorous adherence to non-negotiable classroom practice is recognised by all learners and reflects best industry practice.
- Ensure that all staff are fully aware of how policies and practice are bringing about improvement.
- Further encourage and develop the good practice that is already evident in some programmes to support the culture of enterprise with employers and other partners.
- Review the allocation of resources to specific programmes so learners on different courses have the same high levels of access to specialist information and learning technology equipment.

Information about the inspection

38. Four of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's quality and performance manager, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
39. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Craven College

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners					
Full-time learners	1758	0	1426	332	0
Part-time learners	1454	186	444	198	626
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
Outcomes for learners	2	2	2	2	2
How well do learners achieve and enjoy their learning?	2				
How well do learners attain their learning goals?	2				
How well do learners progress?	2				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	2				
<i>How well do learners make a positive contribution to the community?*</i>	1				
Quality of provision	2	2	2	2	2
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	1				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	2				
Leadership and management	2	2	2	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	1				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2				
How effectively does the provider engage with users to support and promote improvement?	2				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2				
How efficiently and effectively does the provider use its available resources to secure value for money?	2				

*where applicable to the type of provision

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