

Calderdale College

Inspection report

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Type of provider: General Further Education college

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Information about the provider

1. Calderdale College is a medium sized general further education college and is the sole college of further education in Calderdale. Within the area there are two selective grammar schools and 11 comprehensive schools, most of which have sixth forms. There are two sixth- form colleges in nearby Kirklees and other further education colleges within close proximity. Calderdale College serves a diverse local community; a range of measures, such as the multiple deprivation indices, show there are significant areas of severe deprivation within the borough. The proportion of school leavers attaining five or more GCSE A* to C grades, including English and mathematics, was slightly above the national average in 2010. The College is, with local schools, a partner in Campus Calderdale and contributes to shaping the 14 to 19 strategy in the area. The college's mission is: Inspiring learners to succeed in life and in work.
2. In 2009/10 the college recruited 1,893 learners aged 16 to 18 and 4,993 adults, with 200 14 to 16-year-old students undertaking vocational activities through partnerships and cooperation with local schools. There were around 500 learners on apprenticeship programmes and 800 on Train to Gain programmes. Twenty per cent of learners were from minority-ethnic backgrounds. The college's higher education provision has grown over the past ten years to a portfolio of 21 undergraduate awards.
3. There were more male than female learners in the 16 to 18 age range and more females than males in the adult age group. The majority of learners were from Calderdale, with significant minorities from Kirklees and Bradford. The highest proportions of enrolments for both age groups were on intermediate level provision. The subject areas with the highest proportions of enrolments were preparation for life and work, health, public services and care, and construction.
4. The college provides training on behalf of the following providers:
 - Construction skills (learner responsive provision and full cost apprenticeships)
 - Kirklees College (Entry to Employment)

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 14 to16 Further education (16 to18) Foundation learning Entry to Employment	267 part-time learners 1,162 full-time learners 329 part-time learners 383 full-time learners 154 part-time learners 145 learners
Provision for adult learners: Further education (19+)	532 full-time learners 2,298 part-time learners
Employer provision: Train to Gain Apprenticeships	828 learners 506 apprentices

Summary report

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

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

Subject Areas	Grade
Health, social care and childcare	2
Construction	2
Arts, media and publishing	2
Literacy and numeracy	3

Overall effectiveness

- Calderdale College is a good college with some outstanding features. The learner is at the heart of all that it does. The college has a very strong focus on understanding and meeting the needs of its local community and it provides a welcoming and supportive environment for all learners. Outcomes for learners are good, with success rates, particularly those on foundation level provision, increasing significantly in 2009/10, with further improvements already seen in the current academic year. Learners are now making good progress in their studies. However, the college is aware that further improvements are needed, such as on advanced level provision for learners aged 16 to 18 and for certain minority-ethnic groups.
- The quality of provision is good. College staff have seen improving teaching and learning as a key driver to improving success rates. A range of strategies has been used to raise standards, which have proved successful. Teaching and learning are now good. Assessment is effective overall, although there is some weak assessment practice in work-based learning. The college offers a comprehensive range of courses, with good progression routes in most areas.

Partnership working is outstanding. Care, guidance and support for learners are good. Its support for learners with learning difficulties and/or disabilities is outstanding with these learners achieving excellent success rates.

7. Leadership and management are good. After a period of considerable change at senior level there is now stability. There is outstanding strategic leadership which supports a culture of high expectations and ambition. Governors are highly effective. Safeguarding is good. Equality and diversity are promoted well. Most groups of learners achieve as well as their peers, with some achieving better than their peers. Where certain minority-ethnic groups have underachieved the college has strategies in place which already show a positive impact. Self-assessment is used very effectively to move things forward. However, the college needs to develop further the moderation of the outcomes of lesson observations, and to improve aspects of work-based learning quality assurance.

Main findings

- Outcomes for learners are good. Success rates have improved significantly over the last year, particularly at foundation level, and are now broadly average. There are a few areas where retention rates are below average, such as some courses at advanced level and for certain minority-ethnic groups.
- Current learners make good progress in their studies as shown by the high standard of their work and skills development. They enjoy their studies and behave well. There have been steady improvements in work-based learning success rates, which are now good.
- The college is particularly effective in improving the economic and social well-being of learners. There are good systems to enable learners to make informed choices about their health and well-being. Learners make a good contribution to the community. The student union is active; learners play an important role in a number of college panels.
- Teaching, training and assessment are good. The college has focused attention on strategies to improve the quality of learning and teaching in order to improve success rates further. Advanced-learning practitioners support staff well. The observation of teaching focuses on learning. However, not all observation records capture training needs consistently.
- Initial assessment effectively identifies learners' support needs, and the monitoring and tracking of their progress is effective. Additional support is provided when needed and many classes include additional support staff. Assessment is timely and is verified according to the college policy as well as meeting awarding body requirements. However, some weak assessment practice occurs in work-based learning.
- The college provides a comprehensive range of courses, with clear progression routes for learners. It is successful in engaging with hard to reach learners.
- Partnership working with schools, the local authority and community organisations is outstanding and this makes a significant contribution to

community cohesion. The college's responsiveness to the needs of employers and those seeking employment is good, with long-term benefits for the local economy and learners.

- Care, guidance and support are good. The college provides good information, advice and guidance that effectively help learners to choose the right programme. Pastoral support is good and helps remove barriers to learning. The college's 'Passport to Success' is effective. Additional learning support is outstanding for learners with learning difficulties and/or disabilities.
- Safeguarding arrangements are strong. Safeguarding has a high priority in the college. Learners feel very safe. Appropriate staff training is carried out and learners' awareness is effectively raised. Risk management is robust. Health and safety are strongly promoted. There is good use of the views of learners to improve safety.
- Strategic leadership is excellent. The senior management team have been very effective in developing high expectations and a shared ambition to improve. Very good use of data, together with comprehensive target-setting, is driving through improvements. Governors are highly effective. They have a very strong understanding of the provision and what it is like to be a learner at the college.
- The college is highly inclusive, with equality and diversity integral to the way it operates. However, while learners with learning difficulties and/or disabilities achieve highly, those from certain minority-ethnic groups achieve less well. Learners have effectively influenced college decisions on a wide range of issues. The college has brought about improvements in response to learners' views.
- Self-assessment is highly effective in bringing about improvements. Teaching and learning observation processes are very effective, although moderation is under-developed. Internal verification is highly effective. For work-based learning some aspects of quality assurance require further development. Resources and value for money are good. Learners make good use of the virtual learning environment.

What does Calderdale College need to do to improve further?

- Improve those retention rates which are below the national average, such as those on advanced level programmes and for certain minority-ethnic groups, by successfully embedding intervention strategies across all areas.
- Further develop learning and teaching, by supporting teachers to deliver more outstanding teaching and by enhancing the moderation and scrutiny of lesson observations to ensure consistent grading and that identified training needs are recorded.
- Ensure that quality-assurance processes for work-based learning are more thoroughly embedded so that weak assessment practice is identified and addressed.

Summary of the views of users as confirmed by inspectors

What learners like:

- the friendly and supportive teachers who treat learners as equals and with respect
- the support and help they receive
- the friendly atmosphere throughout the college
- the good teaching they receive enabling them to develop their skills
- how the college listens to their views and responds to them
- being able to use Moodle to support them in their studies
- the focus on health and safety and their personal safety
- the range of courses for them to choose.

What learners would like to see improved:

- more flexible opening times for the canteens with a bigger range of cheaper products
- the introduction of controlled crossing on the road outside the college
- easier access to computers by increasing the number available and revising room opening times and easier access to WiFi
- more parking spaces for learners.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the helpful and supportive college staff and the good relationships they have with them
- the clear tasks set for learners
- the specialist support provided to learners
- the expertise and knowledge of the college staff
- the development of industry standard skills in their employees.

What employers would like to see improved:

- more regular assessor visits with fewer delays between visits
- more involvement in the process, for example, the academic content of courses and planning of assessor visits
- scheduling and timetabling, so that not all learners are in college at the same time.

Main inspection report

Capacity to make and sustain improvement

Grade 2

8. The college has a good capacity to improve further. Strong progress has been made in addressing the areas for improvement found at the last inspection. Success rates improved significantly during 2009/10 and most are now at or above national averages, but success rates for learners aged 16 to 18 at advanced level remain below the national average.
9. Teaching and learning have improved and much is good but there is too little which is outstanding. Outstanding partnerships have enhanced the college's reputation and provide learners with very good opportunities to succeed in their life and work. The principal and governors provide strong leadership and promote high expectations and shared ambition for all learners to achieve highly. The views of learners are actively sought and used well to secure improvements. The new college structure has been highly effective in improving learners' outcomes and the quality of provision.
10. The self-assessment process is very effective. Staff at all levels are actively involved and the views of stakeholders are incorporated well. Good use is made of accurate data and learners' views. Judgements are mainly well supported by the evidence.

Outcomes for learners

Grade 2

11. Outcomes for learners are good. There was a significant increase in the long course success rate for learners in 2009/10 and current data show this upward trend is continuing in 2010/11.
12. In 2008/09 the overall success rate on long courses for learners aged 16 to 18 was well below the national average, with poor retention being the major factor. Success rates were particularly weak on foundation level courses, but in 2009/10 they rose significantly to a high level, well above the national average. Success rates also increased on intermediate and advanced level provision. The overall success rate in 2009/10 was broadly average. For adult learners, the overall long course success rate, which had been below the national average in 2007/08 and 2008/09, rose markedly to above the national average in 2009/10. The most significant increase, of more than 20%, was at foundation level, but there were also increases on intermediate and advanced level provision.
13. The college is aware that further improvement is needed, particularly on advanced level courses for 16 to 18 year old learners, and it has put strategies in place which are already having a significant positive impact. The rate of retention has increased overall, and particularly on those courses which have been highlighted as performing poorly. The current progress that learners are making in lessons is good. This is reflected in the high levels of skills they are developing and the high standards of work they are producing. Learners enjoy their studies, behave well and work well in teams.

14. Key skills success rates, which have been low for a number of years, improved significantly in 2009/10, with particularly strong increases on foundation courses. However, there are still variations between the success rates in different areas, which the college is working to address. Success rates for 14 to 16 year old students are very high and their progression rates to positive outcomes are very strong. Apprenticeship success rates have risen to above the national average in 2009/10. The rate at which apprentices achieve their qualification within the allocated time has also improved to well above the national average. Success rates on Train to Gain provision are satisfactory.
15. The college analyses the achievement of learner groups well. There are no trends of underperformance related to age group, or to gender for adult learners. Male learners aged 16 to 18 performed less well than females, but this trend was reversed in 2009/10, when males did better than their female peers. Learners receiving additional learning support achieve very high success rates. There are some patterns of underachievement related to learners from different minority-ethnic groups. The college has analysed the reasons for these and has strategies in place which are already having a positive impact.
16. The college is particularly effective in improving the economic and social well-being of learners. The college promotes enterprise activities well, with increasing numbers of curriculum areas participating in them. Learners feel very safe in the college and consider it a welcoming and friendly environment for all. They report that very little bullying takes place, and the college has effective strategies in place to deal with any that does occur. They have a strong awareness of internet safety and feel that their views on safety are taken seriously and acted upon. Learners use safe working practices well in the college and the workplace.
17. The college has good systems to enable learners to make informed choices about their health and well-being. A well-developed tutorial programme includes a wide range of health related topics. Learners have good access to a health clinic on site for part of the week. Learners make a good contribution to both the internal and the external community. The student union is very active and most courses have identified course representatives. As well as fund-raising for national charities, learners volunteer to assist in a wide range of more local projects and schemes.

The quality of provision

Grade 2

18. Teaching, training and assessment are good. The college places a strong emphasis on improving the quality of learning to support their drive to improve success rates for learners. A range of successful strategies support staff in improving their performance, such as the introduction of advanced learning practitioners. The college identified and effectively targeted those teachers most likely to benefit from additional support last year. Overall the college is fostering a positive culture where needing support is not stigmatised. The level of informal support for all teachers has increased dramatically and a culture of

mutual professional support for colleagues is developing across the college. Peer observations are increasingly being used by staff to both develop practice and share best practice. Staff are well-qualified. Many have very good levels of industry and vocational knowledge and skills.

19. Much teaching is good, although there is too little outstanding teaching. The better lessons are characterised by a very strong relationship between the teacher and the learners. Teachers use questions very well to explore learners' understanding and recall, and they respond very effectively to questions from learners. They set a variety of tasks to challenge and extend learners' knowledge. Learners develop good technical knowledge and language that prepares them well for work in the relevant industry. In many lessons the teacher sets individual targets for each learner. In the less strong lessons, teachers do not plan sufficiently to ensure that feedback from learners is used to adapt their teaching and develop learning, and that the purpose of activities is made clear. A few lessons are too teacher-centred and not all learners contribute or answer questions.
20. Initial assessment effectively identifies learners' support needs and good use is made of the 'Passport to Success' to monitor and track progress. Assessment is timely and is verified according to the college policy and procedure as well as meeting awarding body requirements. Learners receive constructive feedback that includes guidance on how to improve the quality of their work and their grades. However, some weak assessment practice occurs in work-based learning provision. Information and learning technology is available in almost all classrooms and teachers generally make good use of this in lessons. However, opportunities to use technology in employer responsive assessment are under-used.
21. The college offers a comprehensive range of courses covering most subjects. The curriculum is broad and diverse and includes good progression opportunities in most subjects from entry level to higher education. The college has many case studies of learners moving over time from foundation level courses through to higher-education study. It engages successfully with hard to reach learners and has recently established foundation level provision in partnership with five providers. The partnership is already showing that learners are developing good social skills and growing in confidence and progressing well through qualifications and levels. The college contributes very well to reducing the proportion of young people not in education, training or employment.
22. Enrichment activities have been recently reviewed and extended. This has resulted in more varied activities, improved access and a significant increase in uptake. The range of sporting activities is extensive and participation in them is good. Subject specific visits, charity events, visits in the UK and abroad, volunteering opportunities, visiting speakers, workshops, enterprise activities and mentors from industry further enhance learners' experiences. Work experience is embedded in some programme areas such as child care, hair and beauty. However, opportunities are not yet systematically provided or monitored throughout the college.

23. The college has outstanding partnerships with schools, the local authority, public services and community groups and is seen as trustworthy, flexible and highly responsive by its partners. These partnerships make a substantial contribution to local and regional priorities. Very successful courses provide over 200 students aged 14 to 16 with excellent achievement and progression outcomes. There are established strong partnerships with local employers to plan, develop and deliver learning. Some partnerships are new and it is too early to see their full impact, for example, developments in retail finance awards. Employers report that the college is flexible and fits in with their business needs and learners' availability.
24. Care, guidance and support for learners are good. A restructure has brought a cohesive approach to all learner services. Focused and objective advice to potential learners helps them make good choices about programmes that meet their needs. Extensive links with external agencies and schools ensures good transition into the college. Initial assessment is used well to plan learning programmes for all learners, including apprentices. Good induction procedures help learners to settle in well. There are good and long-standing arrangements for careers guidance. The learner intervention strategy and revised referral procedure is improving retention.
25. Learners at college and on work-based learning benefit from high levels of personal and subject-focused support from committed and approachable staff. Support for learners with learning difficulties and/or disabilities is outstanding; it is well organised, comprehensive and clearly focused on individual needs. The tutorial programme supports learners' personal and social development. Work-based learning reviews encourage learner progress but some reviews lack detail and targets are insufficiently specific. Parents and employers are kept well informed about learners' achievements and of any concerns about progress or attendance.

Leadership and management

Grade 2

26. After a period of considerable change the senior management team is now stable and bringing about good improvements in outcomes for learners and the quality of provision. The team have been highly effective in developing a culture where all staff have high expectations of learners and a shared ambition to improve. The principal and governors have developed a clear vision and strategic direction which is underpinned by a learner-focused mission and college values. The strategy is highly effective in meeting local needs. Managers have an open management style which has helped to develop staff confidence and trust. Roles and responsibilities are clear and team working is very good. Challenging targets which focus on learners are set for staff at all levels, programme areas and support units. Performance reviews are highly effective in securing improvements. Management of almost all programme areas is good but satisfactory for the employer responsive provision.

27. Governors are highly effective in meeting their statutory responsibilities. They have very good local knowledge and a wide range of expertise which is effectively deployed in supporting the college. Membership is representative of the local community. Although highly supportive of the college, governors provide very effective but constructive challenge on a wide range of issues. They have developed good links with curriculum areas and discussions with learners and staff have given them a good understanding of what it is like to be a learner at the college. Governors are acutely aware that they need to further support the college in improving success rates and financial health.
28. Safeguarding has a high priority within the college. Learners feel very safe and are clear on how they can access help. The college has a comprehensive single central record, showing all required checks on staff, governors and volunteers are carried out. Training for staff is effective and they clearly understand their roles and responsibilities. Risk management is robust. Health and safety are promoted strongly in the college and workplace. Policies and procedures are detailed and outline clearly the measures taken to ensure the well-being of young people and vulnerable adults. Some further development is needed to ensure safeguarding has the same high profile in work-based learning as it does in the college.
29. The college is highly inclusive and equality and diversity are integral to the way the college operates. A wide range of projects are effective in tackling worklessness, social exclusion and offending, which enables these learners to gain skills and confidence and greatly improve their life chances. The promotion of equality and diversity in teaching and learning is strong in some areas but under developed in others. The reinforcement of equality and diversity in the reviews of employer responsive learners is insufficient in some cases. All staff have had training in equality and diversity. Separate equality schemes are in place for race, gender and disability with a single scheme in development. The participation and performance of different groups are monitored effectively. Learners receiving additional learning support and those with learning difficulties and/or disabilities achieve very highly. Learners from certain minority-ethnic backgrounds achieved less well than their peers in 2009/10. However, improvement strategies are already showing a positive impact in the current academic year.
30. Learners make a highly-effective contribution to the college corporation and learner forums. The students' union is very active and highly visible. Learners have effectively influenced college decisions on a wide range of issues. Surveys are carried out regularly and satisfaction levels are high, particularly for teaching and learning. The college has brought about improvements in response to the surveys but further work is required to ensure that feedback to learners is consistent. Arrangements are in place to engage with employers through Calderdale Training, although there are too few formal arrangements to engage with employers across the college. Surveys of employers have recently been introduced.

31. The self-assessment process is very effective in bringing about improvements. Staff at all levels are involved and the views of stakeholders are well incorporated. Good use is made of accurate data and learners' views. Judgements are well supported by the evidence. The overall quality-improvement plan systematically addresses areas for improvement and progress has been made. The college observation process has a strong focus on improving teaching and learning in order to raise success rates. Joint observations carried out during the inspection confirm the accuracy of the observation process. Moderation processes to ensure consistency of grading need further development to ensure consistency of recording and identification of training needs. The observation of training in the workplace and progress reviews are under-developed and have not identified some poor assessment practice. The reliability and timeliness of data has significantly improved and is helping to drive continuous improvement.

32. Value for money is good. Financial management and control are good. Work is well underway on a college-financed new build project which will remove unsatisfactory accommodation. Most classrooms provide a good environment for learning. Resources in vocational areas are good. Almost all designated classrooms are equipped with good information and learning technology resources. Most learners make good use of the virtual learning environment to aid their learning in college and remotely. The college endeavours to manage its resources in a sustainable way. Recycling is in place and the new building has a number of good sustainability features.

Subject areas

Health, social care and childcare

Grade 2

Context

33. Currently there are 666 learners on programmes in health and social care, and childcare from entry level to post-degree level. There is an even split in numbers between health and social care, and childcare. Twenty percent of learners are on apprenticeships or Train to Gain courses. A small number of 14 to 16 year old students attend the college one day per week.

Key findings

- Outcomes for learners are good overall. However success rates on advanced level courses are not so strong, with low retention the main issue. Currently, learners are making good progress and retention rates are much improved, in some cases by 20%. Apprenticeship success rates have improved and are now good. Train to Gain success rates have declined over three years but success rates within the agreed timeframe remain above the national average.
- All learners have a work placement which helps them to develop their occupational knowledge and competence. They understand technical terms related to their vocational areas well. Employers are confident with the training learners receive and learners progress well into employment.
- Learners enjoy learning and say they feel safe. They have a clear understanding of safeguarding in relation to their work and themselves. They are aware of policies and who they can contact should they have any concerns either at college or in their work placement.
- Learners make positive contributions to their community by participating in charity events; for example, childcare learners took part in a sponsored walk, the One Project, a cross-college project and festival fostering a greater understanding of equality and diversity. Annual industry week and employer events optimise learners' opportunities for obtaining employment.
- Teaching and learning are good. However, in some lessons observed by inspectors opportunities to extend learning were missed. Assessment opportunities were identified in lesson plans and regular checking of learners' understanding was evident in most lessons. Work placements enable learners to effectively link theory and practice and prepare them for employment. Placement visitors organise and visit learners, but do not assess in the workplace.
- The range of provision is outstanding, covering entry level to degree level, with a wide range of additional opportunities to extend learning. There is good internal progression throughout the full range of programmes and high progression from advanced level to higher education.
- Established partnerships are highly effective and ensure that learners have a variety of work placements and interesting guest speakers to enhance their

learning. Staff are involved in a variety of partnerships including the Children's Workforce Development group. Courses are planned to meet local workforce training needs well.

- Care, guidance and support for learners are good. Systems to support learners have been implemented across the area resulting in increased in-year retention. Learners say they are well supported by staff and know they can receive help if needed. Embedded tutorial, learner support and key skills models are now firmly established across the area resulting in much improved monitoring and tracking of learners' performance.
- The good practice in childcare tutorials has been shared across the area. This covers a whole range of topics relating to core studies and personal and social well-being. The 'Passport to Success' is the basis for the tutorial system and every learner has a tutorial record. Learners know what they have to do to achieve and have information to make informed choices about their own health and well-being.
- Leadership and management are good. There are regular performance reviews and team meetings. Processes, including a retention strategy, have been put in place to monitor learners' performance well. An effective annual appraisal system informs staff development activities. Managers use data well to manage provision.
- All staff are involved in the self-assessment process and have ownership of the quality-improvement plan, which is monitored. Actions are on target. The self-assessment report was broadly accurate. Equality and diversity are embedded in the curriculum and learners demonstrate a good understanding in relation to themselves and their workplace.

What does Calderdale College need to do to improve further?

- Improve retention on advanced-level courses by ensuring that learners have specific targets to work towards that are clearly identified, recorded, shared with course teams and learners and monitored through the monthly performance reviews for each course, and personal tutorials.
- Further improving teaching and learning to ensure that all lessons actively challenge learners and extend learning.
- Extend the role of the placement visitor so that they carry out assessments in the workplace thus expanding the opportunities for assessment for learners.

Construction

Grade 2

Context

34. The college provides courses in a wide range of construction craft occupations from foundation to advanced levels. It also offers courses in construction multi-skills and apprenticeships in most trades. Seventy seven school students were on foundation programmes. Approximately 90 learners were on apprenticeships and a further 100 on advanced apprenticeships. Twenty eight learners were on Train to Gain provision. Almost all learners were white males and there were roughly equal numbers of 16 to 18 year old learners and adults.

Key findings

- Outcomes for learners are good. Success rates have improved for the last three years and are now satisfactory at foundation and intermediate levels and high at advanced level. Success rates for students aged 14 to 16, and for advanced level plumbing and electro-technical technology courses have been high for the last three years. Pass rates are high and retention rates have improved to satisfactory, although they are still low at intermediate level. Learners make good progress in all lessons and very good progress in practical sessions.
- Work-based learning success rates are satisfactory. Success rates for all apprenticeships have been satisfactory for the last three years. Success rates for sub-contracted apprentice and advanced apprenticeship provision are significantly higher. Overall Train to Gain success rates have improved to satisfactory. Success rates for learners completing by the planned end date have declined to well below the national rate.
- Learners develop good practical skills. They develop their trade-specific skills whilst working towards industry standards. Learners value the acquisition of these trade skills which give them the opportunity to progress into employment. Learners' knowledge of construction conventions, tools and equipment is good. Learners make good progress from school-link courses into college. For all learners, progress through the specialist trades within the college is good.
- Learners confirm that they feel safe; arrangements for health and safety are good. A comprehensive induction programme covers all health and safety legislation including safeguarding and digital safety. Learners are quickly introduced to safe working practices and procedures. These are discussed and developed within specific units of the programme and continually reinforced in lessons, throughout apprenticeship training and in the workplace through reviews.
- Teaching and learning are good. Very good links are made between theory and practice, with very effective use of actual component parts to reinforce understanding. Most tutors use a range of activities to encourage learners to participate in lessons. A small minority of tutors use a limited range of strategies in theory lessons to capture learners' interest. Resources to support learning are good; workshops exhibit high-quality displays of relevant materials and learners' work.

- Assessment is well planned and internal verification is thorough. Monitoring of learners' progress across theory and practical lessons is good. Feedback to learners is supportive with indicators on how to improve. In practical lessons learners agree their own individual targets for the session and make good progress towards achieving them.
- Work-based learning reviews are regular; target-setting is effective and learners' progress is monitored well in the workplace and on all elements of the apprenticeship framework. Employers are fully involved in the review process. However, the college does not monitor reviews as part of its observation of teaching and learning process.
- The range of provision is good, covering foundation, intermediate and advanced levels across most trade areas. Apprenticeships are also available in many trade areas to advanced level. Much delivery exists in a wide range of local venues. Although a number of full-time learners benefit from voluntary work experience with projects organised in the community, the majority do not have this opportunity.
- Partnership arrangements to meet learners' and employers' needs are outstanding. The college works well with 12 local schools to provide courses for 14- to 16-year-olds, along with a strong young apprenticeship programme. Learners benefit from the strong links with local employers who provide some learning materials and equipment, as well as work placement opportunities for full-time learners and apprentices who have been made redundant.
- Information, advice, guidance and learner support are good. Clear guidance is provided prior to enrolment to ensure that learners are on the correct course. Learners with identified needs are supported well by specialist staff. Tutors know their learners well and provide good general support throughout the course. Success rates for learners with literacy and numeracy needs last year were 100%.
- Leadership and management are good. The relatively new management team use data extensively to monitor provision, and put in place clear intervention strategies for 'at risk' learners. Initial indicators show that these changes are having a positive impact on improving success rates at intermediate level. Communication across the areas is effective; all teams have frequent meetings. Tutors are appropriately qualified and benefit from staff development opportunities.
- The promotion of equality and diversity is satisfactory; strategies have been put into place to reduce the achievement gap for certain minority-ethnic groups. Whilst health and safety are checked and developed effectively within work-based learning reviews, equality and diversity are not sufficiently checked or promoted within the review process.
- Self-assessment is inclusive with all staff contributing through the course review process. The associated quality-improvement plan clearly identifies and monitors strengths and areas for improvement. Relevant performance indicators provide clear information on each section's performance to date, which is used well by senior staff to monitor learners' progress.

What does Calderdale College need to do to improve further?

- Raise retention rates at intermediate and foundation level by further monitoring attendance and learners' progress and producing prompt actions for improvement.
- Further develop learners' preparation for work, by expanding full-time learner opportunities for work placements and the range of work placement opportunities across all areas.
- Ensure there is more variety in theory lessons by increasing the range of activities and delivery methods to challenge all learners to make good progress.
- Undertake observations of reviews to ensure that learners' understanding of equality and diversity is more effectively developed in this process.

Arts, Media and publishing

Grade 2

Context

35. Approximately 330 learners are on visual and performing arts courses which range from intermediate level to foundation degree. Almost 90% attend full-time and most of these are aged 16 to 18. Around 46% are female and 6% are from minority-ethnic backgrounds. In addition to their main courses, learners undertake a wide range of enterprise and work-related activity.

Key findings

- Success rates are outstanding on foundation and intermediate level courses. Success rates and retention declined on advanced level courses in performing arts and music technology in 2009/10 but in most subjects they remained well above national averages. All learners make good progress compared to their prior attainment. Current retention rates are high. The rate of attendance is high and punctuality is good.
- Learners' work is of a high standard. Work in progress shows that learners achieve the required standards for the levels they are working towards and many produce work to a higher standard. Good examples of learners work are on display throughout the college. Learners demonstrate a good understanding and use of the formal elements of visual and technical language.
- Progression rates are high. Learners make significant improvements to their economic and social well-being. Up to 70% of learners progress to further study or related employment. Many progress from foundation level through to higher-education courses. Learners studying acting have been able to secure roles in major television and film productions.
- Learners and tutors demonstrate high levels of respect for each other. In some cases this forms the focus of personal and social development themed tutorials. Respect is actively promoted by tutors in lessons, particularly when learners present their work to members of the group. Very effective ground rules are established at induction, which are reinforced by staff and learners.
- A wide variety of collaborative assignments and external links enable learners to make a positive contribution to the local community. All performing arts learners take performances and workshops to local schools. Art and design learners have developed promotional material for local businesses. A major collaborative project involving all courses has developed into an annual fashion show produced at a local theatre.
- Teaching and learning are good. Teachers use a wide variety of activities and approaches to engage learners. They provide extensive handouts, use information and communication technology effectively, demonstrate new techniques, and provide good individual support. Peer review and evaluation are very effective. Assessment is fair and thorough. Feedback is clear and constructive and provides guidance on how to achieve at a higher level.

- As part of a pilot project some art and design learners who attend functional skills miss the introduction at the start of classes. Overall access and inclusion are good. Many learners with learning difficulties and/or disabilities study and progress from intermediate level through to foundation degree.
- Course teams have developed outstanding partnership arrangements which have resulted in a wide range of enterprise activities in all areas. Learners benefit from the specialist input that small local firms and ex-learners contribute to the tutorial system. Their input also impacts on the design and delivery of the curriculum by creating realistic work-related experience. Learners benefit from good enrichment and enterprise activities on all courses.
- Support is strong and effective for all learners. Additional learning support is identified well, begins early and follows through on-course. Learners with mental health problems and physical disabilities access all levels of provision. Good one-to-one support is provided by well-qualified and experienced tutors, many of whom are practitioners in their subject. Learning support is very effective and provided in almost every class.
- Accommodation is largely fit for purpose and in most cases very good. Dedicated areas for visual and performing arts have been created. Recent investments have enabled industry-standard equipment to be fitted in several areas. All areas contain good examples of learners' work as well as cultural and contextual references to enhance research and the development of ideas.
- Strong leadership has enabled effective team-working to take place. Managers provide good support for staff. Team leaders and their staff regularly share resources, develop joint projects and offer peer support through weekly focused team meetings. Dedicated advanced learning practitioners and functional skills and enterprise coordinators provide good support for the design and delivery of the curriculum. Self-assessment is inclusive and broadly accurate.

What does Calderdale College need to do to improve further?

- Improve retention on advanced level courses by monitoring and following up any poor attendance and providing additional support.
- Review the delivery of functional skills to ensure that all learners are able to attend every aspect of their main courses.

Literacy and numeracy

Grade 3

Context

36. In the Skills for Life area, 151 part-time learners, mostly adults, study literacy and numeracy programmes from entry to intermediate levels. Some 28 learners with learning difficulties and/or disabilities follow full-time courses including literacy and numeracy at entry level. A foundation learning programme, which includes functional skills, is delivered to 30 young English for speakers of other languages (ESOL) learners. Around 300 learners aged 16 to 18 are on functional skills programmes in English and mathematics, with nearly 400 adult learners on other literacy and numeracy courses from entry to intermediate levels.

Key findings

- Achievement is satisfactory. Success rates at foundation and intermediate levels in adult literacy and numeracy show steady and significant improvement. In key skills, success rates at intermediate level have risen significantly in 2009/10 to just above the national average. For entry level literacy and numeracy courses, success rates are high. For intermediate application of number and communications courses, success rates have risen, but are still significantly below national averages.
- Approaches to supporting economic and social well-being are satisfactory. Financial literacy is embedded into personal and social development programmes for full-time learners with learning difficulties and/or disabilities and ESOL learners. Literacy and numeracy outcomes overall are satisfactory and improving.
- Learners feel safe. Effective tutorials address significant issues of safeguarding with vulnerable learners and young ESOL learners. Activities include projects which explore stereotyping, prejudice and discrimination and environmental awareness. There is sound evidence of awareness of anti-bullying measures. Learners feel confident to approach tutors if they have a problem.
- Learners are encouraged to make informed choices about their own health and well-being. Well-being issues are actively promoted through structured induction programmes. A 'Healthy Living' module is embedded into personal and social development programmes delivered to full-time learners with learning difficulties and/or disabilities and ESOL learners.
- Teaching and learning are satisfactory. In good lessons, learners are positive, enthusiastic and purposeful. Paired and small group work is encouraged and actively monitored. Initial and diagnostic assessment is used for learners on entry to programmes and recorded in individual learning plans (ILPs). In the best cases, ILPs are checked and refined to identify clear and specific individual targets, and learners are encouraged to evaluate their own progress constructively.
- In weaker lessons, teacher centred approaches and under-developed questioning inhibits opportunities for learners to actively demonstrate their learning and knowledge. Effective assessment to enhance learning and the use

of learner feedback to adapt teaching to meet learner needs is lacking in weaker sessions, and is under-developed even in good sessions. In some ILPs learners' records and responses are too limited.

- Provision meets the needs and interests of learners well. Learners feel that their subject tutors are supportive and approachable. They are positive about the support they receive from their tutors in college and have a good awareness of the level of programme they are studying, and of their own learning goals. Managers have been responsive to learners' needs in developing the curriculum offer.
- Care, guidance and support are good. In the more effective lessons, additional learning support was present and directed to help learners appropriately. Where this was the case, learners responded well and engaged with their peers and their work. In weaker lessons there were missed opportunities to use additional learning support to assist the least-able learners, which resulted in teachers spending too much time focused on just one learner.
- Leadership and management are good. Teaching staff credit improving success rates to structural changes and key appointments in the key skills and Skills for Life teams over the last year. A recent appointment has had a significant positive impact in supporting cohesive delivery of literacy and numeracy across curriculum areas. Key skills coordinators within curriculum areas have contributed to improvements.
- The promotion of equality and diversity is good. Approaches to equality and diversity are described by learners as a strength of cross-college literacy, numeracy and ESOL programmes. These courses have a broad mix of learners from a range of cultural, racial and language backgrounds. Learners have been actively involved in focused activity sharing their different cultures in dress, music and food.
- Self-assessment is effective. Literacy and numeracy provision is differentiated to meet the needs of diverse programme areas and to raise achievement. Strategies are in place to improve success rates for intermediate level literacy and numeracy courses. This is being achieved, for example, by sharing the good practice developed in the delivery of the pilot functional skills programmes in stronger performing programme areas.

What Calderdale College need to do to improve further?

- Improve pass rates for functional skills English and mathematics, and literacy and numeracy at intermediate level through the sharing of good practice from higher performing programme areas.
- Support learners to take greater ownership of the ILP, to foster independence and encourage self-evaluation.
- Ensure that tutors develop a clearer focus on using learner feedback and assessment to develop and enhance learning in lesson planning and delivery, and to encourage engagement of learners in their own assessment and evaluation.

- Improve questioning strategies in the classroom to check learners' understanding more effectively.

Information about the inspection

37. Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the provider's vice principal (learning and achievement), 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.
38. 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)

Calderdale 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	1572	32	1214	326	0
Part-time learners	2559	189	472	1290	608
Overall effectiveness	2	2	2	2	2
Capacity to improve	2				
Outcomes for learners	2	1	2	2	2
How well do learners achieve and enjoy their learning?	2				
How well do learners attain their learning goals?	3				
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>	2				
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?	2				
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				
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>	2				
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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