

Fareham College

Inspection report

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Type of provider: General further education college

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Information about the provider

1. Fareham College is a small general further education college located on the western outskirts of Fareham in south-east Hampshire. Its mission is to 'develop the full potential of all our students and learners through outstanding teaching and support services'. The college serves a population of almost 200,000 in the boroughs of Fareham and Gosport. Levels of educational, social and financial deprivation in Gosport tend to be high in most areas and Gosport has five of the twenty most deprived wards in Hampshire. There are fewer jobs in Gosport than in Fareham. Both boroughs have relatively low attainment in their secondary schools compared to national averages.
2. In Fareham and Gosport, over 75% of young people stay in education after the age of 16. The presence of three general further education colleges, three sixth form colleges, one local school with a sixth form, and a number of training providers in the area ensures considerable competition for post-16 students.
3. The college's main focus is on vocational provision. It has been running Train to Gain since 2006/07 and has recently begun apprenticeship provision. Around 500 pupils aged 14 to 16, from 12 partner schools, attend vocational courses provided by the college. Some 75% of learners are aged 16 to 18. Around 50% of these study at advanced level, with a small proportion of these doing AS and A levels. GCSE results on entry to the college are below the national average for similar colleges. Just fewer than 3% of college students are from minority ethnic groups. This is slightly above the ethnic profile of the local community.
4. To increase the choice of vocational provision, targeted at young people that are not in education, employment or training, the college has developed outreach provision at two sites in the borough of Gosport for an additional 140 learners aged 16 to 18. This provision is branded 'Gosport College' and is a partnership with secondary schools, the county council and a private training provider.
5. The following organisations provide training on behalf of the college:
 - Academy No 5 (work-based learning, apprenticeships)
 - St Mary's Training (work-based learning, Train to Gain).

Type of provision	Number of enrolled learners in 2009/10
<p>Provision for young learners: 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>466 part-time learners</p> <p>103 part-time learners 1,819 full-time learners</p> <p>17 part-time learners 260 full-time learners</p>
<p>Provision for adult learners: Further education (19+)</p>	<p>275 full-time learners 998 part-time learners</p>
<p>Employer provision: Train to Gain Apprenticeships</p>	<p>553 learners 113 apprentices</p>

Summary report

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

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 3
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	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3

Subject Areas	Grade
Health, care and public services	3
Hairdressing and beauty therapy	2
Performing arts and music	4

Overall effectiveness

6. This is a satisfactory college with satisfactory capacity to improve. Outcomes for learners are satisfactory overall; they are outstanding for learners aged 14 to 16, a strength the college has maintained since the last inspection. The quality of provision in hairdressing and beauty therapy is good, but provision in performing arts and music is inadequate. Learners feel safe in the college and work safely as a result of the good arrangements for safeguarding.
7. While teaching and learning are satisfactory overall, there is too much variability across subjects. The current internal lesson observation system is not yet leading to a sufficiently rapid and consistent improvement in the quality of lessons. Greater accuracy and precision are required to ensure observers focus on learning and provide more specific guidance to enable teachers to improve the quality of lessons.
8. Target setting and the monitoring of learners' progress in helping learners to improve and achieve their potential are inconsistent. This is a key concern in work-based learning and contributes to the weak progress learners make on advanced level courses. Initial advice and guidance have improved for the majority of learners, but more work needs to be done to ensure learners are

consistently on the right course at advanced level and in work-based learning. Support for personal, health and medical issues is outstanding, as is the support for learners aged 14 to 16.

9. The college's progress since the last inspection has been mixed. In the last two years, good progress has been made in rectifying the long-standing problem of ensuring that learners stay on until the end of their programme. However, in the self-assessment report some strengths are overstated and not all areas for improvement are identified, particularly at subject area level.

Main findings

- Success rates for learners on long courses fell sharply in 2008/09, when they were low compared to similar providers, but management action was successful in bringing about significant recovery in the following year so that success rates were broadly average. In-year college data point to a continuing success in rectifying long-standing issues around learners' retention.
- The prior attainment of learners studying at advanced level is below average compared to similar colleges. These learners make poor progress overall from their starting points; data show considerable variation in learners' progress across the range of subject areas.
- Learners develop good practical skills and a sound grasp of the related underpinning theory. Tutors use effectively their wide vocational expertise to make learning relevant and meaningful to the world of work. Most learners on vocational courses at foundation and intermediate level make good progress during their time at college and are prepared well for the next step in their future careers.
- The quality of provision for learners aged 14 to 16 is outstanding, as demonstrated by outstanding outcomes for these learners and the high proportion progressing into further study.
- The quality of the provision in the performing arts and music area is inadequate. The new management team is developing plans to bring about improvement, but it is too early to see whether these are having the necessary impact.
- The amount of teaching that is good or better remains an area for development for the college. Too many lessons are satisfactory. The weaker lessons lack sufficient challenge for learners and teachers' questioning fails to check or extend learning sufficiently. In the better lessons a wide range of well-planned activities engage and motivate learners successfully.
- In many lessons, technology is used effectively to enhance learning and create lively and enjoyable lessons. However, the limitations and availability of contemporary software and the dated college information technology infrastructure limit severely the potential for providing high-quality learning in a number of curriculum areas.
- The college observation scheme is insufficiently rigorous and precise to improve teaching and learning. The present system inflates the performance of teaching

and focuses insufficiently on learning and learning outcomes. Weaknesses in teaching identified at the previous inspection remain. The college overestimates the amount of good and outstanding lessons.

- Partnership working is good and brings significant benefits for learners. The development of the Gosport College has been particularly successful in reducing the proportion of learners not in education, employment or training in the area. The college acknowledges that it needs to increase its partnership working with employers. Work experience opportunities are not consistently available through subject areas.
- Initial advice and guidance have improved and are now more effective in placing most learners on the right course, as demonstrated by much improved retention for learners in the current year. However, they are less effective for learners on advanced courses and work-based learning programmes. Support for personal, health and medical issues is outstanding, as is the support for learners aged 14 to 16.
- The tutorial system enables good monitoring of learners' progress; those with additional learning needs are very well supported, make good progress and achieve well. Target setting for learners is not always sufficiently precise to enable effective monitoring of progress. In work-based learning this is a key area for improvement.
- Leaders and managers have had mixed success in improving the quality of provision. Although recent changes to management roles are planned to make consistent improvements across the college, it is too soon to judge the effectiveness of these arrangements. However, early signs are encouraging.
- The self-assessment report identifies many features of the provision accurately. However, the report places too much emphasis on recent improvements. It often overstates the strengths in the provision and is better at cross-college level than in subject areas. The views of learners do not inform the quality of provision in the self-assessment report.
- Equality and diversity are satisfactory overall, but their promotion across the curriculum is inconsistent. However, in a significant proportion of areas teaching methods and learning materials are sensitive to equality and diversity, and learning is inclusive. Safeguarding arrangements are good. Students enjoy the welcoming and respectful ethos.

What does Fareham College need to do to improve further?

- Improve the quality of teaching and learning by developing appropriate cross-college strategies to disseminate and share existing good and better practice to check individual learning. Increase the proportion of better lessons by ensuring that all learners are sufficiently challenged to make the progress of which they are capable.
- Develop further the access to, and use of, technology across the college to provide support for the broad and extensive curriculum offer. Ensure that

equality and diversity are promoted consistently well across all curriculum areas.

- Ensure the college observation scheme reviews teaching and learning more rigorously and places improvements to learning outcomes at the centre of all that the college endeavours to achieve. Provide more precise guidance to teachers on how to improve the quality of lessons and ensure that progress towards achieving these actions is monitored and evaluated rigorously.
- Develop precise actions to improve the provision in performing arts and music; monitor and evaluate rigorously the implementation and impact of these actions.
- Increase and improve partnership working with employers across the college so all learners benefit from their involvement in developing and reviewing course provision and in developing work placement opportunities.
- Improve further the information, advice and guidance for learners on advanced level and work-based learning programmes, to ensure learners are placed consistently on the right course.
- Improve the consistency of target setting for learners, so precise monitoring of progress can take place for all learners.
- Strengthen the subject area self-assessment process to include the views of users on the quality of the provision and to ensure that strengths and areas for improvement reflect accurately the quality of the area. Enhance robust arrangements to monitor consistently weaker provision and improve significantly the opportunities for students to succeed above the national average.

Summary of the views of users as confirmed by inspectors

What learners like:

- the quality of support from approachable and enthusiastic tutors
- the high standard of additional learning support and support for personal issues
- being able to make a smooth transition into full-time study at the college from the provision for those learners aged 14 to 16
- the importance the college attaches to listening to, and acting on, their views
- the friendly and welcoming atmosphere
- being treated fairly and with respect
- being able to learn and work at the same time
- feeling more confident in their job role.

What learners would like to see improved:

- more consistency in the quality of information, advice and guidance to ensure their chosen courses meet their needs and expectations

- a consistently high level of challenge in their lessons, and a more consistent quality of teaching
- more and better quality information technology-based resources in media and information communication technology (ICT) courses and hand tools in a few workshop areas
- greater consistency in the quality of teachers' feedback on the standard of their work and their progress
- getting their marked work back more promptly from a minority of teachers and more timely management of work to be resubmitted
- better organisation in the timetable and arrangements to cover staff absence
- more one-to-one time with their assessor in work-based learning.

Summary of the views of employers as confirmed by inspectors

What employers like:

- how closely the college meets their training needs, and being able to participate in the design of the programme
- good communication with the provider and the partnership approach
- the standards of learners' work and the levels of learners' progress
- being involved in reviewing learners' progress
- the strong link between on-the-job and off-the-job training
- visiting tutors' support and flexibility to meet work patterns
- the high standard of support provided for learners.

What employers would like to see improved:

In a few instances:

- Fareham College being more proactive in communication with employers
- more regular updates on learners' progress and more formal feedback
- further opportunities for learners to do additional courses to enhance their employability and meet more fully learners' and employers' needs.

Main inspection report

Capacity to make and sustain improvement

Grade 3

10. The recent management re-structure shows recognition of the challenge facing the college to secure further improvements and accountability at all levels. Success rates fell sharply in 2008/09, but management action was successful in bringing about significant recovery in success rates in the following year. In-year college data for the current academic year point to a continuing success in rectifying long-standing challenges around learner retention. However, the effectiveness of the college's efforts to improve consistently the quality of provision and rectify areas for improvement from the previous inspection has been mixed. The quality and impact of course reviews and the checking of learning in lessons remain areas for improvement for the college since the previous inspection.
11. Learners' success rates remain below average in a few areas, such as in advanced level courses, accounting for around half of the provision for learners aged 16 to 18. The amount of teaching that is good or better remains an area for development for the college.
12. The self-assessment identifies many features of the provision accurately. However, it often overstates the strengths in the provision and is better at cross-college level than in subject areas. The college has placed more emphasis on its recent progress in improving the provision than on how well the current quality of the provision compares to similar colleges. The college has focused rightly on improving the quality of lessons, but lesson observation is not sufficiently rigorous or precise to drive up the quality of teaching and learning. Observers focus insufficiently on learning and reflect as strengths aspects of standard practice. Observation records show actions for improvement that are insufficiently precise to enable teachers to develop their professional practice.

Outcomes for learners

Grade 3

13. In 2009/10 success rates for learners on long courses recovered from a sharp fall in 2008/09, when they were in the bottom quartile of similar providers, to a point where they were broadly average in the following year. However, success rates for learners aged 16 to 18 studying at advanced level remained below average and at AS level they were very low. Retention remains a challenge for the college but in-year college data for 2010/11 show that the college is making very good progress in rectifying this long-standing issue. The prior attainment of learners studying at advanced level is below average compared to similar colleges. These learners make poor progress overall from their starting points on entry to advanced level study, and data show considerable variation in this respect across the range of subject areas. Learners on vocational courses at foundation and intermediate level make good progress and are prepared well for their next steps.

14. The college's analysis of data to monitor trends of significant minority groups is underdeveloped, but inspectors found no evidence of significant underachievement among these groups of learners.
15. In hairdressing and beauty therapy, learners work to a good commercial standard. However, in performing arts and music, skills development is weak. Learners in the college's work-based learning provision gain confidence and develop good skills and knowledge. Learners feel safe and employ safe working practices.
16. Overall success rates in the college's growing apprenticeship provision, and success rates within the planned time in Train to Gain, are broadly average. Outcomes for learners in the college's provision for learners aged 14 to 16 are outstanding, with high pass rates and high levels of progression into further study at the college.
17. Learners enjoy their courses and college life. The development of their economic and social well-being is good, although the consistent availability of work experience is an area for improvement. Learners display a good awareness of healthier lifestyle choices. As well as providing their views within the college, they make a positive contribution to the community by, for example, taking part in charitable events.

The quality of provision

Grade 3

18. Teaching and learning are satisfactory overall. However, significant variation in the quality of teaching and learning exists within individual subject areas and across the range of provision. Better lessons are planned well to focus on learning and use a wide range of resources and activities to interest and motivate learners. Learners participate with enthusiasm and many teachers make effective use of their subject knowledge and wide vocational expertise to make learning relevant and meaningful. Learners develop satisfactory and better practical skills and a sound grasp of underpinning theory.
19. In the less effective lessons, many learners are busy rather than learning; planning to meet the needs of individual learners is insufficient and questioning to check and extend learning is weak. On advanced level courses, lessons are insufficiently challenging, and many learners fail to develop independent learning skills and high-order critical thinking. Value-added data show that learners' progress remains weak on advanced level courses, and recent changes to the curriculum have yet to have an impact. Recently, the college has put appropriate and well-considered strategies in place to improve the quality of teaching and learning, but the newness of these strategies has limited their effectiveness, as demonstrated by the inconsistencies seen by inspectors in the quality of teaching and learning.
20. In many lessons, teachers make effective use of technology to enhance learning and create lively and enjoyable lessons. For example, in a motor vehicle lesson a projected simulation supported the full exploration and illustration of the working of a manual gear box. Learners are beginning to

make effective use of the college's virtual learning environment to support their learning. However, the limitations and availability of contemporary software within a number of programme areas, including media and graphic design, together with the dated college information technology infrastructure, reduce significantly the potential for a high-quality learning experience.

21. Assessment is satisfactory. Assessment activities and internal verification arrangements are thorough and well organised. In homework and marked assignments, feedback to learners in many instances is vague and insufficiently constructive or helpful to enable learners to understand fully what they need to do to improve. In a minority of cases teachers are too slow to return marked work.
22. Initial assessment of literacy and numeracy skills for full-time learners leads to timely and appropriate support. Some vocational staff are trained to support literacy and numeracy within the classroom. In-class support for learners is unobtrusive and well-directed; learners value this highly and with good reason. Additional learning support helps learners to stay on course and be successful. In engineering, the learning support assistants have completed the qualifications the learners are working towards, so they have a better understanding of the work they do. Good links with schools and effective protocols for the early notification of learners' needs enhance the effectiveness of support.
23. The promotion of equality and diversity is inconsistent across the curriculum. In some areas of learning, such as health and social care, hospitality, and motor vehicle, teaching methods and learning materials are sensitive to equality and diversity, and learning is inclusive. Inappropriate behaviour is challenged effectively. Tolerance and respect are championed actively and rigorously, and cultural differences are explored and developed throughout the curriculum. College management recognises the variable range of knowledge and understanding of these issues and is working with staff to promote inclusion fully across the curriculum and in all lessons.
24. The college's lesson observation scheme is not used systematically to improve learning, inform the planning of professional development, or to share effectively existing good practice. Reporting to senior management and governors lacks formal synthesis or systematic reporting of development points resulting from observation. Specific and measurable targets for teachers' improvement are not set and reviewed. The scrutiny of observation records lacks rigour and the quality of observers' recording of the key points of lessons is inconsistent. Observation records are not correlated with outcomes for learners, which restricts their use in improving learning. Observation inflates the performance of teaching and focuses insufficiently on learning and learning outcomes. The insufficient focus on learning and learning outcomes is an area for development from the previous inspection that the college has failed to resolve adequately.

25. The college's response to meeting the needs and interests of users is good. In the majority of vocational areas good progression routes are provided for learners aged 16 to 18. There is a small A-level provision in a good range of subjects. The college has developed a broad range of courses for learners aged 14 to 16. The progression rate from these courses to full-time college courses is very good. The development of the Gosport College has been particularly effective in reducing the number of learners who are not in education or employment. Local headteachers show strong support for the continuation of this centre. Work-based learning provision meets the needs of employers effectively.
26. Whilst some good college-wide enrichment activities are provided, in too many areas curriculum-based enrichment activities need to be broadened. Those who have access to good enrichment activities speak highly of the benefits. The college has put on some good and well-supported activities, such as the 'Get Active' day where learners enjoyed finding out about the benefits of staying fit and healthy. Work experience is not available routinely to all learners across the college. A significant minority of courses are not timetabled well. Too many learners have significant periods during the day when they are not in lessons; the computers in the learning resource centre are not always available, so learners are unable to make best use of their time.
27. Good partnership working brings significant benefits for learners. Partnerships with schools have led to excellent provision in the college for learners aged 14 to 16. The college has been particularly successful as a leading partner on the Fareham and Gosport consortium. In an innovative partnership with the National Health Service (NHS), a very successful leg clinic operates from the college. This facility is staffed by the NHS with facilities provided by the college. Health and social care students are able to gain work experience in the clinic. Partnerships with community groups are effective. The college works closely with the Royal Navy at HMS Collingwood, particularly in the engineering area.
28. The college has expanded the number of employer links since the previous inspection, but agree the need to get more employers on board. Partnership working with employers is not consistent across the range of subject areas in the college. Although employers do influence the development of work-based training, formal feedback mechanisms are not in place in every area.
29. Care, guidance and support are good. Initial advice and guidance have improved this year and are now more effective, particularly for learners aged 16 to 18 at foundation and intermediate levels. Initial advice and guidance are less effective for learners at advanced level or for those on work-based learning programmes. Pre-course information is now more comprehensive and the college has offered many more taster sessions for prospective learners across all areas of the college, improving the transition between school and college.
30. Academic support for learners is highly effective and helps the majority of learners make good progress. Support for learners aged 14 to 16 is outstanding and is a major factor in their success. Learners frequently have individual

meetings with their tutors where their progress is discussed and monitored carefully. Learners value these highly. However, target setting for learners is of inconsistent quality across the college. Some targets are very precise, but others are too vague and do not help learners improve or make rapid progress. Reviews of learners' progress in work-based learning provision are poor.

31. A comprehensive college-wide tutorial programme includes topics such as sex education, staying safe and keeping healthy. The coverage of cyber-bullying is thorough. However, there is little on personal financial capability. Careers advice and guidance have improved with the opening of the Job Shop and the Connexions adviser now being in the college on a full-time basis.
32. Support for learners' personal and welfare needs is outstanding. Learners speak very highly of the time and effort tutors spend in helping them overcome personal problems and barriers to learning. Support for medical and mental health issues is good. The college has appointed a qualified nurse as a well-being coordinator. She has used effectively her dog Lola, who is trained as a canine partner, to calm learners with Asperger's syndrome, attention deficit hyperactive disorder and mental health problems. Support for students with dyslexia and Asperger's syndrome is particularly good. The college offers a reading repair scheme for learners with poor reading skills. Around 15 learners a year volunteer for the scheme and it has been very successful.

Leadership and management

Grade 3

33. Arrangements to cover the long-term absence of the Principal have been good. Staff work in a supportive culture and have responded well to the recent changes. Opportunities for staff to develop within their job role are much improved. Strategic plans are clear and appropriately communicated. The college sets sufficiently challenging cross-college targets to improve, and in-year college retention data predict much improvement to the college's performance. The management of the Gosport sites is good and provision for learners aged 14 to 16 is outstanding. However, the college has been slow to improve the poor performance of a few subject areas. Overall, progress made has been too mixed and performance over time has not kept pace with that of similar colleges.
34. Governors have supported the college's continued financial stability and have contributed to the strong focus on maintaining and extending the range of provision offered, despite the recognition of inconsistencies in the quality of provision. Governors are informed adequately of the college's key areas for development. However, their understanding of the college's progress towards meeting its mission of outstanding teaching and learning is less clear. The use of 'all qualification' success rates to project the college's four-year forecast is not sufficiently clear to support the thorough evaluation of the performance of individual aspects of college activity.
35. Safeguarding arrangements for young people and vulnerable adults are good. A senior manager takes responsibility for the college and links well with a range

of agencies to support the successful sharing of information and best practice. The college manages safeguarding incidents sensitively and appropriately. Arrangements for the recruitment and training of all staff are sound and Criminal Records Bureau procedures are managed effectively. The management of students with recognised health conditions is good. Students are made aware of internet safety. Student 'ambassadors' are trained in safeguarding and support the college's safeguarding arrangements.

36. The promotion of equality and diversity is satisfactory. The college is particularly inclusive and has a distinctly calm and respectful ethos that is valued highly by staff and students. Its work with those young people who are not in education or employment is very good. All staff have received appropriate training, although weaknesses in lesson observation have meant that the college has not been able to judge the effectiveness of the promotion of equality and diversity themes in learning activities. Inspectors found promotion in the curriculum to be inconsistent across the range of provision and it is weak in work-based learning. The promotion of equality and diversity is not developed sufficiently to inform all students consistently of their rights and of the range of cultures and faiths of students attending the college, or in the population as a whole.
37. The college's approach towards using the views of learners and partners to support and improve performance is satisfactory. The college has a strong student voice and responds well to suggestions on how to improve. However, learners are not sufficiently involved with giving their views on the quality of the provision to inform the self-assessment process or in monitoring actions to improve. Feedback arrangements for employers are underdeveloped.
38. Overall, quality assurance arrangements are satisfactory but applied too inconsistently. The systematic use and access to timely data are good and the college monitors closely progress at course, subject area and whole-college level. The quality cycle is well-established and staff and governors are involved appropriately in the review and validation of self-assessment. However, aspects of college provision have been improved or maintained, whereas others have declined. Self-assessment at subject area level does not always lead to a clear recognition of the key aspects of provision or precise action planning for improvement. Success criteria in many action plans are insufficiently clear.
39. Value for money is satisfactory, demonstrated in particular by satisfactory outcomes for learners.

Subject areas

Health, care and public services

Grade 3

Context

40. Almost 400 full-time learners and some 90 part-time learners are enrolled on courses in health, care and public services. Most full-time learners are aged between 16 and 18. These include 150 learners following health courses from foundation to advanced level, and around equal numbers of about 100 on child care courses and public services courses at intermediate and advanced level. The part-time learners are largely aged over 19. Around 40 learners are on the Access to Nursing programme.

Key findings

- Current outcomes for learners are satisfactory overall; but historically outcomes for learners aged 16 to 18 have been inadequate. Success rates on most full-time courses have declined over recent years and were below national averages in 2009/10. Retention rates were particularly low. However, pass rates on most courses were above average and high on a number of courses.
- Success rates for adult learners in 2009/10 were above national averages. Learners' progression from the Access programme to nursing and midwifery training is good. Adult learners achieve well on the National Vocational Qualification (NVQ) course, particularly women returning to learning. They develop good employability skills in the early years sector.
- Current learners on all programmes are making good progress. College data show learners' retention rates for the present year are above average. Attendance and punctuality are good.
- Learners develop good vocational skills. Learners in public services gain a useful stewarding qualification, enabling them to provide support at a wide range of high-profile public events and celebrations. As their programme progresses, learners develop increasing confidence and skills matched well to their qualification requirements and the needs of the sector. Reports from workplace supervisors and from college staff are detailed.
- Learners feel safe. Health and safety considerations are integral to their programmes. All learners complete health and safety and safeguarding training in preparation for placement. They develop a good understanding of their responsibilities in developing a safe environment.
- Teaching, learning and assessment are good. Staff have very good subject knowledge. They draw on their extensive vocational experience successfully to link theory to professional practice. Learners work very productively with teachers and with each other. They make good progress in meeting their planned targets. However, on occasion, the most able are not challenged to explain and justify fully their contributions to discussion.

- Feedback on written work is comprehensive, detailed and constructive. Teachers provide clear guidance for improvement. In their written work and in class discussions learners draw extensively on their work placement and other life experiences to illustrate and develop the points made. Learners make good links between theory and vocational practice.
- The range of provision is satisfactory. The full-time courses provide a good preparation for entry into employment. However, the provision for part-time learners is insufficient and too few short courses meet directly the needs of employers in this sector, such as in the administration of medicines and dementia care.
- Learners benefit from a wide range of partnerships in their vocational sectors. Links are extensive, and enhance and extend learning. Examples include presentations by service personnel, visits to public service and other civic settings, the wide range of work placement opportunities, the simulated nursery, and the NHS specialist leg-care centre based at the college.
- Support for learners is good. Staff provide good pastoral and academic support and refer learners appropriately to specialist support within and outside the college. Staff set appropriately challenging targets for learners and monitor carefully their progress and attainment. Learners show a good understanding of their progress.
- Leadership and management are satisfactory. Management actions to improve learners' retention have been effective. Self-assessment is broadly accurate but lacks detail, with little reference to the quality of teaching and learning and very little evaluation of the quality of support for learners. As a result, the self-assessment report is of limited value in improving the provision.
- The college has productive links with a wide range of good-quality work-placement providers in care and early years. Placements are selected on the basis of the quality of their professional practice. However, risk assessments were not complete for all learners on placement in early years settings. Staff take appropriate action when learners feel vulnerable on placement.

What does Fareham College need to do to improve further?

- Ensure that teachers provide challenge for the most able learners in lessons, particularly so that learners explain and justify more fully their contributions to discussion.
- Increase the opportunities for part-time study in health and social care; provide opportunities for learners to achieve short qualifications required by the health and care sector.
- As a matter of urgency, ensure that risk assessments are in place for all early years placements prior to all learners commencing work experience; ensure that the work placement coordinators in care and early years work as a team to assure the efficient and effective management of work experience activities.

- Ensure that self-assessment provides judgements on all aspects of the Common Inspection Framework in sufficient depth, in order to support continuous improvement of the provision.

Hairdressing and beauty therapy

Grade 2

Context

41. Courses range from entry level to advanced level in hairdressing and beauty therapy; teaching runs over six days a week. Hairdressing courses account for 260 full-time learners aged 16 to 18 and 140 adults, including 14 male learners. Some 126 learners aged 16 to 18 and 171 adults are on courses in beauty therapy. Just over half of learners study on a part-time basis. Almost 100 school pupils aged 14 to 16 attend one day per week. Around 60 learners are on work-based apprenticeships and advanced apprenticeships in hairdressing.

Key findings

- Current outcomes for learners are good overall, but historically outcomes for many learners have been satisfactory with data showing a range of performance across the provision. Learners make good progress, and college data show high levels of in-year retention. Learners' attendance is good. Their progression onto higher level courses and into employment in the industry is good.
- Success rates in apprenticeships are high; learners' success within the planned timescales in Train to Gain is above the national average. Learners enjoy their lessons and make good progress in practical work, with some learners having achieved qualifications ahead of target.
- Teaching and learning are good. Teachers' high level of vocational expertise contributes to effective learning. Learners' skills development in hairdressing and beauty is good. However, some practical classes lack a commercial focus in customer service and retail.
- Apprentices exhibit high levels of practical skills, and learners in foundation level hairdressing exceed qualification requirements. Learners use mood boards skilfully to plan designs and produce creative makeup and hair styles for the annual hair and beauty showcase event.
- Teachers plan the teaching of theory well with good use of information learning technology that promotes effective learning. Learners participate eagerly in a range of learning activities and develop their thinking in challenging discussions. Teachers check learners' knowledge and understanding well through varied questioning techniques. However, questioning does not involve or challenge all learners consistently.
- Assessment is good. Teachers provide detailed feedback, and most learners know how to improve in practical tasks. However, feedback on written work needs to be more constructive to help a minority of learners to make continuous improvements. Monitoring of learners' progress is effective. However, target setting is insufficiently detailed to help learners to achieve to their full potential and take ownership of their targets.

- Training and assessment for apprentices are good. The apprenticeship programme, based in the new commercial salon in Gosport, is preparing learners well for industry requirements. Coordination and communication to track progress and support learner outcomes are good on apprenticeships in hairdressing. Learners feel safe and a strong focus on health and safety is maintained within teaching and learning.
- Curriculum provision is wide ranging and meets the interests and needs of many learners. However, the extent of enrichment opportunities varies; these include training in barbering and in key product ranges used in the industry, effectively developing current workplace skills. Course design for the entry and level 1 course is innovative and recruits successfully young people at risk of being not in education or employment.
- The new commercial salon in Gosport provides good learning opportunities for those learners using this facility. Work-placement opportunities for learners in hairdressing at intermediate and foundation level are good. However, further development is required to enable all learners to experience work placements and to learn in the commercial salon in Gosport to improve their employability skills. Beauty salon accommodation at the college requires updating to reflect current industry standards.
- Academic support and guidance are good. Learners identified as being at risk of dropping out of their courses receive frequent monitoring and are offered bespoke timetables and flexible learning opportunities. Learners rightly appreciate the good support they receive in lessons. Effective recruitment practices have contributed to many more learners staying on their courses.
- Learners develop good personal and social skills at all levels and enjoy the enrichment activities that include a strong focus on community work and diversity. Diversity is integrated well within tutorial programmes. Teachers use naturally occurring opportunities effectively in theory and practical lessons to develop learners' understanding of the needs of a wide range of clients.
- Leadership and management are good. Recruitment advice and guidance have improved. Strategies, including the introduction of new course entrance requirements, the use of initial assessment and flexible learner taster days, have been successful in improving learners' retention, attendance and outcomes. The training of staff has been effective in ensuring that safeguarding is promoted and adopted by teachers and learners in lessons.
- Communication, team work and sharing of good practice are effective. Lesson observation is an accurate reflection of the quality of teaching and learning. The area has a well-developed culture of continuous improvement. The monitoring and evaluation of course performance are regular. However, the availability of performance data and their use by managers is developing.

What does Fareham College need to do to improve further?

- Ensure continued and sustainable improvement in outcomes for learners by maintaining rigorous recruitment practices, monitoring closely those at risk of

leaving the course early and continuing to provide effective support and guidance.

- Improve the commercial focus in practical classes by developing learners' skills and practice in customer service and retail in order to prepare learners for the workplace more readily. Enhance the learning environment for learners and for clients by updating the salon accommodation at the college to reflect current commercial standards.
- Improve teachers' questioning techniques to involve and challenge all learners; provide a more consistently constructive level of feedback on written work; give learners more precise and detailed targets, and encourage their ownership of these targets.
- Develop learners' employability skills further by increasing the opportunity for all learners to undertake work placements and to learn in the new Gosport commercial salon.

Performing arts and music

Grade 4

Context

42. Currently, there are 83 students on courses in music and performing arts. Almost all are aged 16 to 18. A large majority of these learners are on advanced level vocational programmes in performing arts and music. Around 60% of students are male. A larger proportion of students on music courses are male, whereas more females enrol on performing arts programmes.

Key findings

- Outcomes for learners are inadequate. Success rates have remained high on the intermediate music course; they have risen, and are now high, on the advanced national award in music. However, success rates on all two-year advanced level courses have fallen in the last three years. They are now low in music and very low in performing arts. All students who complete a music course achieve at least a pass.
- Current retention rates are high on music courses, but over half of the students who embarked on an advanced full-time course in performing arts left before completing their national diploma. Attendance is high on all courses. Overall, learners develop the necessary skills to pass their course but do not develop sufficient vocational skills to produce consistently high-quality performance work.
- Students' instrumental skills are satisfactory. Many take a graded exam in music performance, but the large majority of those that pass do so at a low level. In performing arts, students lack confidence in their practical work and do not develop sufficient technical acting skills to progress to further professional training or employment.
- Many students approaching the end of their national diplomas have not developed sufficiently their independent learning skills. Web-based technologies are used rarely to provide students with access to resources, assessment or communication.
- Progression is good from intermediate to advanced level courses in music, but students' progression is unsatisfactory from advanced courses to employment or higher education. Most students progress from the intermediate level diploma in music to advanced courses, and a small minority progress from the advanced courses into relevant employment or higher education.
- High numbers of students progress from the advanced level performing arts to a higher level course at Fareham College. A small number secure places at universities and drama schools, or gain employment in the performing arts industry.
- Teaching and learning are inadequate. In the many less effective lessons, the teachers do too much of the work for the students and do not provide sufficient opportunities for them to develop their vocational skills to a good standard. Too many activities set by teachers are dull and fail to ensure students participate in

the lesson. Teacher-led discussions and written tasks do not capture the students' enthusiasm.

- In the better lessons teachers provide students with opportunities to gain vocational skills through practical activities. Most music teachers use their professional experience in the music industry well to develop intermediate students' vocational skills. The well-planned lessons provide students with practical activities in which they work hard to develop their skills and knowledge.
- The assessment of students' work is satisfactory. Assessment schedules are well-planned and students are given sufficient time to complete assignments. Students are provided with good opportunities to be assessed and to receive feedback on their practical work by teachers and peers. However, assessment methods are tailored insufficiently to meet the differing needs of individual students, and rely too heavily on students producing written work.
- The available range of additional qualifications is good, but no full-time intermediate level course in performing arts is provided. Students on music courses take additional, graded qualifications for individual instruments or music theory and an additional qualification in music technology.
- Students receive insufficient information, advice and guidance to ensure they enrol on the right course. Entry requirements are low, and students are not expected to have acquired any subject-specific qualifications. Students are not required to take part in an audition for a place on a performing arts course and do not have to provide evidence of their performance skills.
- Initial assessment is not used routinely and systematically to identify how teachers can best support students. A significant minority of students are enrolled onto a national diploma course without having achieved the entry qualifications. Students are set minimum target grades at the beginning of their course. They receive regular tutorials at which their progress on the course is discussed. Most students are set targets for improvement, but the monitoring of these targets is not systematic enough to ensure students achieve them.
- Curriculum management and quality improvement are inadequate. Success rates have been falling for three years, but managers have been slow to implement improvements. Teachers and managers do not recognise the causes of the low and declining success rates in self-assessment reports, and the quality improvement plan shows little progress in remedying weaknesses.
- Newly appointed managers are using data to monitor course performance regularly and have introduced weekly staff meetings, training and the sharing of good practice between staff. Plans are being developed to bring about improvements, but it is too early to see whether these are having the necessary impact.

What does Fareham College need to do to improve further?

- Improve the quality of teaching and learning by increasing the amount of practical activities in lessons that develop students' vocational skills.

- Increase the range of methods through which students can provide evidence of competence, knowledge and skills by introducing a broader range of assessment strategies and by using web-based technologies.
- Improve the information, advice and guidance to ensure students are enrolled on a course, at an appropriate level, that takes account of their prior achievement and experience.
- Develop coherent plans for raising the quality of provision; monitor and evaluate progress in meeting precise improvement actions and targets.

Information about the inspection

43. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the college's acting Assistant Principal (curriculum and quality) 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 body, 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.
44. 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)			
Provider Name:	Fareham College	Inspection No	365905
Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full-time and part-time courses, Foundation learning, including E2E); 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships Blank Column: insert Judicial Services or Next Step as appropriate			

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 at the time of inspection					
Full-time learners	2,050		1,800	250	
Part-time learners	1,781	450	100	1,000	231
Overall effectiveness	3	1	3	3	3
Capacity to improve	3				
A. Outcomes for learners	3	1	3	3	3
A1. How well do learners achieve and enjoy their learning?	3				
A1.a) How well do learners attain their learning goals?	3				
A1.b) How well do learners progress?	3				
A2. How well do learners improve their economic and social well-being through learning and development?	2				
A3. How safe do learners feel?	2				
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2				
A5. <i>How well do learners make a positive contribution to the community?*</i>	2				
B. Quality of provision	3	1	3	3	3
B1. How effectively do teaching, training and assessment support learning and development?	3				
B2. How effectively does the provision meet the needs and interests of users?	2				
B3. How effectively does the provider use partnerships to develop its provision to meet learners' needs?	2				
B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?	2				
C. Leadership and management	3	2	3	3	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3				
C3. How effectively does the provider promote the safeguarding of learners?	2				
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
C5. How effectively does the provider engage with users to support and promote improvement?	3				
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3				

*where applicable to the type of provision

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