

# Eastleigh College

## Inspection report

**Unique reference number:** 130692

**Name of lead inspector:** Russell Jordan HMI

**Last day of inspection:** 25 May 2012

**Type of provider:** General further education college

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## Information about the provider

1. Eastleigh College is a medium-sized general further education college, specialising in vocational education and training. The college serves south Hampshire and Southampton, and the whole of England through a national work-based learning network. In 2010/11 work-based learning accounted for almost 60% of the college's government-funded income.
2. The college operates its classroom-based provision from three sites close to the town centre. Its largest campus is adjacent to a secondary school and a local sixth form college. It runs community outreach provision in venues across the borough of Eastleigh and in collaboration with a range of organisations in venues in southern Hampshire and Southampton. The college also provides a significant amount of training on employers' premises across the south-east region and nationwide through partner providers.
3. Through the Skills Funding Agency, the college leads a large consortium of providers operating work-based learning nationally. The college is a leading member of the Windsor Group of further education colleges in the south-east region focused on developing employer engagement, providing bespoke training and nationally recognised qualifications to businesses. The college also works with the Eastleigh consortium of schools and colleges to provide school pupils aged 14 to 16 with vocational programmes.
4. The number of qualifications begun in 2010/11 exceeded 22,000; almost 90% were for adult learners and over 11,000 of these learners were undertaking National Vocational Qualifications (NVQs). Over 9,000 of these learners are engaged through the network of providers which work under the Eastleigh College contract. Of the student population based at Eastleigh campuses, some 7% are from ethnic heritages other than White British, slightly higher than the population of Hampshire and the local borough. The area overall is relatively prosperous, but there are pockets of social deprivation and below average levels of basic skills.
5. The college has substantial provision in 12 subject areas. The largest subject areas are construction, preparation for working life, care, retail and commercial enterprise, and engineering. The college's training agency (Eastleigh College Training Agency) had 398 apprentices in learning in 2010/11, while the partnership and assessment centre had a further 1,417.
6. The college provides training on behalf of a number of providers, including:
  - BEST(work-based learning)
  - Basingstoke College of Technology (work-based learning)
  - Construction Skills (work-based learning)
  - Babcock (work-based learning)
  - JTL (work-based learning)

- Southampton City Training (work-based learning).
7. Organisations providing training on behalf of the college include:
- Carillion (learner responsive provision)
  - Hampshire Fire and Rescue (employer responsive provision)
  - Hampshire Football Association (learner responsive provision)
  - Accredited Plant Training (work-based learning)
  - Commercial Vehicle Training (work-based learning)
  - KATS (work-based learning)
  - Trade Assessments Ltd (TAL) (work-based learning).

Type of provision	Number of enrolled learners in 2010/11
<p><b>Provision for young learners:</b> 14 to 16</p> <p>Further education (16 to 18)</p> <p>Foundation learning</p>	<p>350 part-time learners</p> <p>1,431 full-time learners 266 part-time learners</p> <p>665 learners</p>
<p><b>Provision for adult learners:</b> Further education (19+)</p>	<p>201 full-time learners 2,906 part-time learners</p>
<p><b>Employer provision:</b> NVQs in the workplace Apprenticeships</p>	<p>10,540 learners 1,951 apprentices</p>
<p><b>Adult and community learning</b></p>	<p>242 learners</p>

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 1</b>
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<b>Capacity to improve</b>	<b>Grade 1</b>
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	<b>Grade</b>
Outcomes for learners	1
Quality of provision	1
Leadership and management	1
Safeguarding	1
Equality and diversity	2

<b>Subject Areas</b>	
Health and social care, and childcare	1
Hairdressing and beauty therapy	2
Literacy and numeracy	2
Business and administration (work-based learning)	2

## Overall effectiveness

8. This is an outstanding college. Capacity to improve is excellent, as has been demonstrated by the college’s record of sustained improvements in learners’ success and from its very successful actions in tackling areas for improvement from its last inspection in 2006, when it was judged to be good.
9. Outcomes for learners are outstanding. The college equips learners very well for their future careers. They develop high levels of practical skills, are very professional and show high levels of business and customer awareness.
10. Since its last inspection, the college has increased the number of learners and successfully diversified the range of its work, in particular through the

development of very extensive work-based learning provision, both individually and through very well managed partnerships. The overall quality of the college's provision is outstanding. Teaching and assessment are good, and inspectors observed some outstanding lessons. Learners rightly value their teachers' extensive vocational knowledge and expertise. Teachers' confidence and skills in the use of information and learning technology (ILT) are developing well. However, as the college recognises, teachers and learners in a few subject areas as yet make relatively limited use of these technologies in lessons. Teachers' assessment feedback provides a clear summary of what has been achieved, but is not always sufficiently detailed or precise. Support for learners is highly successful in overcoming barriers to learning. Arrangements to help learners choose the most appropriate course are excellent.

11. Outstanding leadership and management are exemplified by the culture of continuous improvement in the college, by rigorous quality assurance and by highly accurate self-assessment. The college has ensured excellent financial health while developing its provision, increasing numbers of learners and raising success rates. Value for money is outstanding.

## Main findings

- The college has been highly successful in bringing about sustained improvement in outcomes for learners, which are outstanding. Success rates on long courses and in the college's work-based learning provision were well above average in 2010/11. Outcomes for learners aged 14 to 16 are outstanding.
- The college prepares learners very well for employment. Learners develop high levels of practical skills and knowledge. In work-based learning, learners make excellent progress in the development of employability skills, such as self-management and customer awareness. They grow in confidence and professionalism in their job roles, making valuable contributions to their employers' work.
- The quality of provision is outstanding across the range of the college's work. Teaching and learning are good, with examples of outstanding practice. Teachers plan lessons well, with varied activities which help learners make good progress. Learners value their teachers' extensive vocational knowledge and expertise, which develop their understanding of current industrial and commercial practice.
- Teachers monitor learners' progress closely through well-planned assessments and regular progress reviews. Teachers' praise and encouragement help build learners' confidence, but assessment feedback is not consistently detailed or precise enough to ensure that learners know how to achieve higher grades or levels. Targets for improvement are often too imprecise to help learners improve or enable them and their tutors to measure the extent of their progress.
- The monitoring of teaching quality is rigorous. The effective sharing of good practice engenders a culture of continuous improvement and a willingness to

innovate and explore new approaches and learning technologies. Teachers value the extensive training and support to help them improve their skills and confidence in using ILT to enhance learning, but not all subject areas have fully explored these possibilities.

- The extent to which the college meets the needs and interests of users is outstanding. Learners benefit from excellent opportunities for progression. The college is highly responsive to local community and employer requests for providing new or additional courses. Provision for employers is very broad and the college's engagement with local schools is highly effective.
- The college has exceptional links with an extensive range of partners, who speak very highly of the college and particularly of the opportunities for learners to gain high-level training. The college ensures that through these partnerships its activities extend to groups of learners who otherwise may miss them.
- Learners receive highly effective help to overcome barriers to learning. The college's specialist residential provision is excellent. Arrangements for information, advice and guidance are good with excellent arrangements to help learners choose the most appropriate course. There is, however, insufficient cohesion between the main departments who offer information, advice and guidance.
- Senior managers set and maintain very high standards and provide a sharply defined strategic direction. The college has a strong culture of continuous improvement, as demonstrated through rigorous and highly accurate self-assessment and the unrelenting monitoring of actions for improvement.
- A well-qualified, focused and highly committed governing body monitors the college closely, helping to secure continuous quality improvements. Governors balance providing high levels of support for the college with rigour in holding senior managers to account for the college's performance.
- The provision for the safeguarding of students is outstanding. Learners feel very safe in the college and in its partner organisations. Learners are highly satisfied with the learning and support they receive and feel they have a real say in decision making at the college.
- The college has grown and diversified its provision very successfully and improved the level of learners' success rates, demonstrating outstanding capacity to improve the quality of provision. Financial management is outstanding. The college makes excellent use of its resources and provides outstanding value for money.

### **What does Eastleigh College need to do to improve further?**

- Ensure that all teachers provide sufficiently detailed assessment feedback and set precise, measurable and aspirational targets for improvement, so that learners know what they need to do to improve their work further and achieve higher grades.

- Share the best practice in the creative use of ILT more widely so that teachers in all subject areas use this confidently to enhance learning.
- Implement plans for coordinating the work of the teams providing information, advice and guidance and develop better knowledge and use of careers resources to provide a more cohesive service to learners.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the support and encouragement provided by their approachable tutors
- the high level of their teachers' subject knowledge and industry experience
- the mutual respect between staff and learners
- the quality of additional learning support to help them progress in their studies
- how well their course meets their needs
- how well the college listens to them and acts on their views to inform the improvement of their experience of the college
- growing in confidence and skills in their job roles
- the range and usefulness of additional qualifications
- the constructive feedback on their work, so that they know how to improve their performance and what progress they are making
- the excellent attention to their safety and safe working practices
- the quality of work placement experience and employer links.

#### **What learners would like to see improved:**

- the number of work placement opportunities in hairdressing and beauty therapy.

### **Summary of the views of employers as confirmed by inspectors**

#### **What employers like:**

- the effort the college makes to ensure that training meets employers' needs
- the standards of learners' work and their rapid progress
- assessors' knowledge, experience and professionalism
- working in partnership with a highly professional and reliable provider
- regular communication with the provider and feedback on learners' progress
- the strong links between on-the-job and off-the-job training
- the flexibility of assessment around the needs of the employers and candidates
- the development of learners' confidence, skills, knowledge and professionalism in their job roles.



**What employers would like to see improved:**

- nothing to report.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 1**

12. The college has been highly successful in bringing about sustained improvement in outcomes for learners since the last inspection. The quality of provision is now outstanding, as are leadership and management. The college has made excellent progress in tackling areas for improvement from the last inspection, while increasing student numbers and diversifying its provision, so that over half its funded income is now derived from work-based learning. The college has accurately identified work still to do, as a result of very rigorous and evaluative self-assessment, and has already embarked on plans to tackle these areas for improvement. Lesson observation processes and support for teachers, including arrangements for the sharing of good practice in teaching and learning, equip the college very well to bring about further improvement. The college provides outstanding value for money, as shown by its excellent financial health, the outstanding overall quality of provision across the range of its work, and outstanding outcomes for learners.

### Outcomes for learners

**Grade 1**

13. Outcomes for learners are outstanding. For learners on long courses, which account for some 43% of the college's funded income, success rates have improved steadily over the past three years and were significantly above the national average for similar providers in 2010/11. They are now above average at each course level except for adults at foundation level. Pass rates on all long courses improved significantly in 2010/11 but, as the college recognises, ensuring learners remain on programme until the end remains a necessary focus. Current in-year data demonstrate that the college is working to good effect to improve this aspect of performance. Inspectors found no evidence of significant underachievement among different groups of learners.
14. In the college's apprenticeship work, learners' overall success was well above average in 2010/11, showing significant improvement on the previous year. Most learners achieved by their planned end date. In engineering, the largest area of activity, learners' success in intermediate apprenticeships was high. In the college's Train to Gain work in the same year, almost half of activity was in construction, and the proportion of learners that achieved by their planned end date was very high. Across the very extensive range of its work the college has accurately identified small pockets of under performance and is working very effectively to tackle these.
15. Learners develop high levels of practical skills and knowledge, as was evident in the subject areas inspected in depth. The college prepares learners very well for employment. In work-based learning, employers rightly value learners' growth in confidence, the professionalism learners demonstrate in their job roles and their contributions to the efficiency and effectiveness of their organisations.

16. High numbers of learners progress to employment or further study, including higher education. Very many school pupils make a successful transition into full-time learning at the college from the excellent provision for learners aged 14 to 16.
17. Learners feel completely safe. They make a very valuable contribution to reviewing and improving arrangements and have produced a practical guide for students, 'Keeping Safe'. In work-based learning, learners benefit from an excellent online learning resource for safeguarding. Safe working practices are continually reinforced and the promotion of internet safety measures is very good.
18. The college encourages learners very effectively to contribute to the local community through a wide range of volunteer projects, such as turning waste land into a working allotment. Learners arrange a large number of varied fundraising activities.

## **The quality of provision**

## **Grade 1**

19. Teaching, learning and assessment are good overall and, while inspectors observed examples of outstanding practice, the college acknowledges that a small minority of teaching remains no better than satisfactory. Since the last inspection, the college has made considerable investment in staff development and sharing best practice to enhance the quality of teaching and training. Teachers value and benefit from frequent opportunities to reflect on their practice, and to learn from their peers in college and in other educational establishments. They enjoy regular industrial or commercial placements which keep their vocational knowledge current.
20. The college monitors the quality of teaching rigorously, ensuring the accuracy and consistency of judgments through a very thorough process of joint observations and moderation of observation reports. Teachers receive detailed verbal and written feedback following observations with clear actions to support improvement. The increased rigour of these systems has had a positive impact on raising expectations and improving classroom practice, creating a culture of continuous improvement, where innovation and creative risk taking are encouraged.
21. Teachers plan lessons well, ensuring that learners know what they are intended to learn, and reviewing progress and achievement in lessons effectively. Many teachers use questioning adeptly to elicit thoughtful responses from learners, encouraging them to think for themselves, deepening their knowledge and understanding. This approach helps learners to identify and correct their own mistakes as they work, and accelerates their learning and skills development.
22. In the outstanding lessons observed, all learners progressed to the best of their ability, through very well-targeted support from teachers and learning support

assistants. Different levels of tasks provided ensured that more able learners, or those who completed work more quickly, were challenged all the way through the lesson. However, in weaker lessons, teachers had not always planned different activities to ensure that all learners made the most progress possible.

23. Teachers' own vocational and industrial experience makes a significant contribution to developing learners' work-related skills. For example, in an outstanding catering lesson for learners aged 14 to 16, the teacher established a real-life working environment, where each student carried out a clearly defined set of tasks in preparing and cooking food for lunchtime service, under the direction of a student acting as sous chef, and reporting to the teacher as chef.
24. Teachers often make good use of opportunities to develop learners' awareness of equality and diversity. For example, an art and design tutor talked very openly about personal experiences of dealing with prejudicial attitudes, and sometimes abusive behaviour, highlighting social and political changes over recent decades. In a lesson for learners with moderate learning difficulties, the teacher sensitively challenged presumptions or stereotypical views and carefully reinforced the importance of respecting individual differences.
25. Considerable investment in ILT equipment and software, coupled with an extensive training programme for teachers, has led to increasingly effective use of ILT in lessons. All curriculum areas use the virtual learning environment (VLE) to provide learning resources or assessment materials for learners. In the best examples, teachers use varied digital media innovatively and creatively in lessons. For example, in several subject areas where staff are leading these developments, learners use video materials on tablet computers to reinforce the skills and techniques demonstrated by teachers. However, in a few subject areas, teachers and learners make relatively limited use of digital technology in lessons.
26. Learners value the high-quality additional learning support available in lessons and the learning centre. The college is very successful in ensuring that almost all learners with identified support needs take up this support, and those with learning difficulties and/or disabilities in receipt of support achieve very well.
27. Regular and well-organised assessment enables teachers and learners to monitor progress closely, and learners are mostly aware of their targets. Teachers' feedback is very clear about how well learners have achieved or completed specific tasks or units, although this is not always sufficiently detailed or precise to help learners know how to improve their work to achieve higher grades.
28. Teachers and full-time learners find the new electronic individual learning plans (e-ILPs) easy to use and helpful in setting targets and reviewing progress, although the college acknowledges that not all tutors are equally skilled in setting sufficiently specific and measurable targets to raise aspirations.

Managers have well-developed plans to adapt the e-ILP to meet the needs of different groups of part-time and adult learners.

29. Inspectors observed some very good progress reviews where work-based learners were fully involved in the review of previous action points and negotiating challenging targets. Knowledgeable assessors use questioning very effectively to probe learners' knowledge and understanding, giving them sufficient time to reflect and consider their responses. Occasionally, assessors do not sufficiently enable learners to become more independent in taking responsibility for their own learning.
30. The range of courses at Eastleigh College is very wide, offering excellent opportunities for progression from entry level to advanced level and higher education. The college is highly responsive to local community and employer requests for specific development of new courses, for example specific short courses for parents attending the local children's centre. The college has adapted its provision to the significant rise in numbers of apprentices, in particular for those aged over 19. Engagement with schools is particularly strong with the college working collaboratively with over 20 schools, providing a wide range of vocational programmes from entry level to intermediate level for pupils aged 14 to 16. The college promotes its services very well through visits to schools and arranges taster days to familiarise young learners with information about courses to assist them in their decision making. A wide range of adult and community learning courses enables learners to progress to higher-level courses. Young people not in education, employment or training benefit from specifically designed programmes to encourage their progression into further training.
31. Enrichment activities are extensive and well attended. Learners take good advantage of the extensive enrichment opportunities that the college provides. Learners benefit enormously from tutors' close links with industry and from invited speakers who visit to share their knowledge and expertise. Work experience, arranged for the majority of those who need it, enables learners to practise newly gained vocational skills in real employment settings. However, at foundation and intermediate level in hairdressing and beauty therapy learners do not have access to sufficient placements.
32. Partnerships with schools, employers, community organisations and public sector bodies benefit learners very well. Partners speak very highly of the college, of the excellent communication and of the opportunities for learners to gain high-level training. Newly-established partners are particularly well supported, ensuring the thorough structuring and development of training arrangements. The college ensures that quarterly network meetings provide partners with good opportunities for specific training such as in equality and diversity, and safeguarding. The college responds very flexibly and effectively to emerging local needs, for example, supporting employees at risk of, or following, redundancy.

33. The college monitors very carefully, and in particular during their first six weeks, learners with identified support needs. The college successfully identifies and overcomes barriers to learning, which may put learners at risk of underachieving. Learner mentors have developed very effective links with a range of external organisations offering specialist support. The 14 to 16 coordinator, who is available throughout the day if any pupils need assistance of any kind, supports learners very effectively. Learners who require them have good access to a wide range of adaptive equipment and software to support their learning. Learners get help to recognise their progress and plan future goals effectively during individual tutorials. The college provides an excellent residential programme in a particularly well-resourced house that caters for up to 14 learners who have specific learning difficulties. They develop their independent living and travel skills very effectively, as well as attending pre-vocational courses at the college. Two other housing projects have enabled ex-learners to live in supported houses.
34. Advice and guidance are at the core of the restructured admissions department and its planned pre-entry activities to help learners choose the most suitable course. Two other departments, learner mentors and the newly developed employment agency, Engage, also provide information, advice and guidance for learners who need it. Staff in all these three departments have appropriate qualifications in information and advice. However, the college's information, advice and guidance service is not yet sufficiently cohesive, with each department operating separately. The college is planning to merge all three sections to rationalise the way that it manages the whole service. Learners have limited knowledge of the careers resources available to them.

## **Leadership and management**

## **Grade 1**

35. All staff, learners and partners share the clear and consistent vision of the chief executive and governors. Staff demonstrate a passion for improving the life chances of learners and making a positive contribution to their community. A very strong culture of continuous improvement permeates the college supported by the effective delegation of management and high-quality staff development. Highly effective, well-led teamwork throughout the organisation has played a significant part in the consistent improvement of the college.
36. Governors have a wealth of relevant skills and experience providing robust challenge to, and support for, the college. Assiduous monitoring of all aspects of the college ensures excellent financial health and consistently improving standards. Risk management is exceptionally thorough and effective throughout the whole college, enabling it to maintain and improve the breadth, depth and quality of its provision.
37. Safeguarding arrangements are exceptionally strong. Procedures, implemented by a dedicated team, are thorough, extensive and effective. Comprehensive training for staff, partners and governors ensures high levels of awareness of safeguarding issues such as bullying and lone working. The promotion and

reinforcement of safe working practices are continuous and extend throughout the college's work. The college carries out appropriate checks on all staff and partners through the Criminal Records Bureau and holds a single record of the results and relevant training. Vulnerable students are well protected and are fully integrated into college.

38. The college's arrangements for the advancement of equality and diversity are good. Well-developed procedures support managers' sharp focus on the relative performance of different groups of learners. Staff training is comprehensive, but the college recognises there is work to be done to ensure that teachers consistently promote equality and diversity in lessons, and all staff are committed to achieving this. The college is highly successful in widening participation, with a clearly defined community strategy that supports disadvantaged groups, such as those recently made redundant, and extends its provision through extensive partnership and collaboration.
39. The college has systematic arrangements for gathering and acting on the views of learners, staff, partners and parents, leading to clear and well-communicated improvements. Staff respond promptly to learners' concerns and make adjustments, such as the re-organisation of the curriculum, in order better to meet their needs.
40. The college's quality assurance arrangements are meticulous and highly effective in evaluating and improving provision. The annual self-assessment cycle is rigorous and robust, leading to steady and sustained improvement. Course-level self-assessment results in detailed improvement plans. The monitoring of these is tireless until the necessary improvements are achieved. Quality procedures are clear and well understood by all staff and stakeholders. The college self-assessment report is highly accurate and links effectively to a very well planned programme of professional development. Arrangements for the quality assurance of partnership working are rigorous, based on excellent communication and successfully shared values.
41. Excellent financial management underpins senior leaders' expert and entrepreneurial anticipation and response to local and national challenges and opportunities. The carefully planned and managed expansion of provision and of the learning environment have ensured minimal disruption to learners. With outstanding outcomes for learners and the excellent development of their employability and economic well-being, the college provides outstanding value for money.

## Subject areas

### Health and social care, and childcare

### Grade 1

#### Context

42. Some 320 learners are taking full-time and part-time vocational courses in health and social care, and childcare at foundation, intermediate and advanced levels. Around 75% of learners are on childcare courses. The majority of learners are aged 16 to 18.

#### Key findings

- Outcomes for learners are outstanding. Success rates for almost all learners are exceptionally high and significantly above the national average. Learners' progression into further study and into employment within the care sector is high.
- The development of learners' economic well-being is excellent. Learners develop relevant professional skills and confidently link theory to their practical work experience. For example, in childcare, learners understand very well how children learn and develop through various play activities. Work placements organised by the college often lead to permanent employment.
- Learners feel completely safe and work very safely across the range of working environments in the college and in their placements. Learners are well informed of internet and e-safety.
- Teaching, learning and assessment are good. Arrangements for professional development for teaching staff are very effective in informing their current teaching practices, ensuring learning activities are highly relevant to the world of work. Teachers' frequent questioning enables the thorough checking of learning. Teachers encourage successfully learners' evaluation of their own learning and development.
- Assessment contributes well to learners' achievement. Feedback to learners on the quality of their work is constructive and appropriately critical, but too often provides insufficient encouragement to motivate learners to aspire to attain higher grades.
- Learners agree a range of both long-term and short-term targets. However, their e-ILPs do not enable them to understand the full extent of what the course requires of them, so that they may set and achieve aspirational targets and so meet their potential more fully.
- Teachers' and learners' use of ILT is effective. For example, learners researched the links between different theories of child development and explored how these related to play in their own settings. However, the college's VLE is at an early stage of development as a medium for interactive learning, and is used more as a place to store course information.



- The college provides a comprehensive range of progression opportunities from foundation level to higher education and employment. Learners benefit from a wide choice of disciplines across the care spectrum, so that they have a solid foundation in their chosen area and are able to make informed choices for further learning or employment.
- Engagement with community partners is excellent. A comprehensive range of employers ensures that the work placement element of the programmes is available for learners to gain valuable vocational experiences. Community events enable learners to share their newly developed skills.
- Tutorial provision is excellent, providing a very good range of additional opportunities for learners to explore healthy and independent living choices and employment aspects related to the courses.
- Leadership and management are outstanding, focused very sharply on providing high-quality vocational opportunities for learners with a range of backgrounds and prior attainment. Self-assessment and action planning are highly effective in driving planned improvements. Staff rightly value the range of continuing professional development activities in supporting the enhancement of their professional practice.
- Equality and safeguarding themes are at the core of the provision. Keeping staff and learners safe is a clearly communicated priority. Safeguarding arrangements ensure that learners' health and safety have a high priority, including the thorough risk assessment of work placements. The reinforcement of safe working practices features consistently within programmes and tutorials.

### **What does Eastleigh College need to do to improve further?**

- Ensure that more precise targets are in place for all learners, enabling them to understand the full extent of what the course requires of them and supporting the attainment of higher grades.
- Develop further the range of interactive learning resources available on the VLE, in order to provide additional opportunities for independent learning.

## Hairdressing and beauty therapy

## Grade 2

### Context

43. Courses range from entry level 3 to higher education level and run over five days each week. Some 75 full-time learners, mostly aged 16 to 18, are on hairdressing courses. Around 130 full-time learners, mostly aged 16 to 18, are on beauty therapy courses. Over 200 learners attend hairdressing and beauty therapy courses on a part-time basis, with roughly equal numbers in each area. Seventy school pupils aged 14 to 16 attend one day per week.

### Key findings

- Outcomes for learners are good. Success rates on most long courses are above national averages. Learners enjoy their lessons and make good progress in practical and theory work, with some learners achieving qualifications ahead of the planned completion date. Learners participate in a variety of community activities which help to develop their confidence.
- Learners' progression into further study or employment is good, particularly for those on the new spa course. High numbers of learners from the part-time provision for school-age learners progress into further study at the college.
- Teaching, learning and assessment are good. All learners develop good levels of practical skills, reflecting the importance teachers attach to this aspect. However, some practical sessions lack an emphasis on services being performed at commercial speeds. Learners are less secure in business skills such as link selling, retailing, and client re-booking.
- Teachers plan theory lessons well. The use of ILT is often innovative with teachers and learners making good use of laptops. Learners engage confidently in varied learning activities and demonstrate good levels of knowledge and understanding when questioned. However, teachers' questioning does not consistently ensure that learners at each ability level are supported and challenged appropriately.
- Teachers accommodate learners' individual needs well in assessment. Target setting and the tracking of learners' progress are effective. Teachers provide responsive support to help learners achieve their full potential. The feedback provided to learners is good and enables learners to improve in most aspects of their work. However, feedback on learners' literacy is less thorough.
- Effective teaching develops learners' understanding of the needs of a range of clients. Strategies to attract male clients and learners are well conceived. Learners from minority groups feel included and supported. However, the promotion of diversity in lessons is insufficiently systematic.
- Partnership working is excellent in developing the quality of provision to meet learners' needs, such as in the collaborative working with prestigious local spas to develop new provision.

- The annual 'industry week' provides learners with an extensive variety of enrichment opportunities; learners enhance their employability prospects by learning new techniques and in engaging with local employers. Visiting champion hairdressers and a premier spa employer provide skills and career workshops which benefit many learners.
- Academic support and guidance are exceptional. Learners identified as being at risk of dropping out of their courses benefit from sensitive and consistent monitoring, and flexible learning opportunities. Learners value the good academic and pastoral support they receive from their teachers. New recruitment practices have resulted in more part-time learners staying on their courses and achieving their qualifications.
- Leadership and management are good. Recruitment advice and guidance for part-time learners have improved. New and effective strategies include the use of initial assessment, learner interviews and the close monitoring of performance. Teachers ensure the good promotion of safeguarding. Learners practise good levels of salon hygiene, and feel very safe.
- Communication, teamwork and the sharing of good practice are effective. Staff and managers share a culture of continuous improvement. Quality assurance procedures are largely accurate in identifying the strengths and areas for improvement within the provision.
- Excellent partnerships provide good work placement opportunities for advanced level learners, but not all learners have these opportunities to learn in a commercial setting. Salon accommodation at the college and electrical equipment in beauty therapy do not reflect current industry standards. Marketing to generate additional clients for learners' assessments and to place the salon on a more commercial footing is underdeveloped.

### **What does Eastleigh College need to do to improve further?**

- Enhance learners' employability by improving the real working environment for learners in the salon by: ensuring that accommodation and resources reflect industry standards; aiming to perform treatments within commercial timings; developing learners' business and retailing skills; and increasing client numbers.
- Improve teachers' use of questioning to ensure appropriate support and challenge for learners at each ability level.
- Attend more closely to learners' literacy when marking and giving feedback on their work.
- Provide more work placements for learners on foundation and intermediate courses to enable them to experience real working conditions and so boost their prospects of employment.

## Literacy and numeracy

## Grade 2

### Context

44. The college provides courses in mathematics and English for some 900 learners. Of these, some two thirds are aged 16 to 18. Courses range from entry to intermediate level. Around 530 learners take functional skills in mathematics or English as part of their vocational studies. GCSEs in mathematics and English account for 143 learners. Three main college centres and one outreach centre host 38 programmes developed to support mathematics and English skills. Over half of learners are male. Some 15% are of minority ethnic heritage which is higher than in the local area. Almost 40% receive additional learning support.

### Key findings

- In recent years, success rates have been broadly average. Outcomes for current learners and their standards of work are good. Success rates for entry level courses are above national averages. Progression to further study or employment is good.
- Full-time learners benefit from enrichment and community activities, many linked to the development of skills and knowledge in mathematics and English. For example, an allotment cooperative with a local community group supports money handling, addition, selling and negotiation skills.
- Teaching, learning and assessment are good. Teachers create an environment where learners are happy and comfortable to read, write, calculate, analyse and problem solve individually, in groups and in front of their peers. Learners can state confidently how their work and lives have improved through their skills and knowledge in mathematics and English.
- In the best lessons, activities challenge learners who develop good English and mathematics skills. Teachers use relevant, vocational activities to develop skills in a meaningful context, for example cash handling in a garage. In less inspiring lessons teachers make too much use of past examination papers.
- Teachers' marking, feedback and correction of learners' work support improvement and development in vocational work and in English and mathematics.
- In most lessons the use of interactive technologies is limited and uninspiring. Part-time learners use the VLE and web resources to support independent learning; however, the VLE is under development for a number of courses and some areas lack engaging resources.
- Improvements to diagnostic assessment have resulted in a sharp focus on selecting appropriate programmes of study. Most learners are clear why they have been placed on their mathematics or English course and understand what progress they have made. Teaching is planned to fill gaps in prior knowledge; however, targets for individual learners in mathematics and English are insufficiently documented in lesson plans to record improvements.

- Work with partners supports well the development of mathematics and English skills for staff, communities and vulnerable groups. Young people who are not in education, employment or training take part in functional skills programmes developed with the Prince's Trust which lead to full-time courses at the college. Lesson days and times suit the needs of vocational qualifications, adult learners and employers.
- Support for learners is good. Learners are clear on their next steps and the support services available to them. The consistency of the work of learning assistants in lessons has a significantly positive impact on the achievement of learners aged 16 to 18. Learning support has not had the same level of impact on adult learners.
- Target setting for learners aged 16 to 18 is well developed but is of inconsistent quality for other groups. Staff and learners aged 16 to 18 enjoy using the e-ILP, and review progress towards targets weekly in tutorials.
- Leadership and management are good. The focus on improvement is exceptionally clear. Managers have identified the reasons for some poor performance in Functional Skills and have taken prompt and well-designed actions to support improvements; staff are clear on what is expected of them and are united in their commitment to improvement.
- The promotion of equality and diversity is good. In lesson planning the focus on meeting individual learning needs has a high priority. Managers monitor variations in performance between groups of learners and implement targets to support improvements. However, teachers do not fully exploit or celebrate the diversity of learners' backgrounds and cultures in lessons.

### **What does Eastleigh College need to do to improve further?**

- Ensure that teachers of mathematics and English identify more precisely the learning targets for individual learners in lessons to support longer term target setting for learners' progress.
- Develop an appropriate system to involve part-time and adult learners in setting clear and measurable progress targets.
- Improve the availability and regular use of ILT to ensure that learners can access a broader range of activities to help them learn more effectively.

## Business and administration (work-based learning)

## Grade 2

### Context

45. Almost 1,000 apprentices and other work-based learners are on intermediate and advanced work-based learning programmes in business administration, management, customer service, payroll, accounting, team leading, information advice and guidance, and business information techniques. The majority of learners are women.

### Key findings

- Outcomes for learners are good. However, in recent years, there have been some inconsistencies in learners' success. Learners make excellent progress in the development of employability skills in well-established corporate organisations. Additional qualifications embedded in programmes enhance learners' confidence and work ethic.
- Most learners have been able to initiate improvements in office systems and their managers speak highly of their impact on business efficiency, such as in streamlining working operations.
- Employers state that they see the value, benefits and impact on work practices when learners are given additional responsibility to take on projects in their organisations. This improves efficiency and enables learners to share best practice. One organisation was able to use learners' skills in spreadsheet software to integrate their use in one department.
- Learners feel very safe at the college and in the workplace. Checks on work providers are comprehensive. Learners are aware of policies and procedures regarding lone working and shift working. Learners in the workplace demonstrate well the corporate values of their organisations.
- Training, learning and assessment are good. In the best cases assessors and managers encourage and empower learners to take responsibility for their learning. These learners clearly understand the course structure and how their coursework can be incorporated into their daily work patterns. Learners value highly the off-the-job training which helps further improve their confidence and performance at work.
- A small minority of learners are too dependent on the assessor and have not yet developed sufficient independent learning skills. Target setting in a small minority of cases is not always fully effective in assessment review meetings in setting learners precise targets for achievement by the time of their next review.
- Good practice in assessment shows learners presenting authentic and relevant evidence in the form of reflective accounts endorsed by managers. E-portfolios are spoken of highly by learners who value the opportunity to develop additional transferable skills gained at work. However, in a minority of cases,

insufficient developmental feedback does not challenge learners to improve further the quality of their work.

- The range of employer-responsive provision is excellent. The college provides a very wide range of customised courses which meet the exact needs of both learners and employers very closely. The college has extensive links with a host of national and local organisations. Many learners take excellent advantage of the clear progression routes within the overall course provision.
- The college responds rapidly to requests for training and is the preferred regional provider for many large public sector organisations. Learners and employers speak very positively about the benefits gained from working with the college. Employers are actively involved in making decisions which influence the apprenticeship programmes.
- Guidance and support are outstanding. Thorough initial advice and guidance ensure that assessment and job analysis support learners exceptionally well in embarking on the right career choice. An in-house recruitment and skills matching service ensures that learners are ready for interview. This service has significantly contributed to reducing local unemployment rates.
- Leadership and management are good. Renewed management arrangements are providing the vision, drive and cooperative working across departments to bring about improvements. Staff are highly committed to learners' achievement, and initiatives to promote the continuous improvement of the learners' experience are showing a positive impact on retention. However, it is too soon to evaluate what impact this may have on pass rates.
- Equality and diversity take a high priority in quality assurance systems and in many reviews. Learners value the opportunities provided by the college to improve their job readiness. Learners interact with a diverse range of internal customers in their organisations and show mutual respect.

### **What does Eastleigh College need to do to improve further?**

- Extend the sharing of good practice in assessment and reviews across the subject area, in order to ensure more accurate target setting and better quality developmental feedback.
- Develop strategies with all assessors to improve further the independent learning skills of work-based learners.

## Information about the inspection

46. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's director of teaching and learning, as nominee, carried out the inspection. Inspectors also took account of the provider'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.
47. 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.



<b>Record of Main Findings (RMF)</b>					
<b>Eastleigh College</b>					
<b>Learning types: 14 – 16:</b> Young apprenticeships; Diplomas; <b>16-18 Learner responsive:</b> FE full- and part-time courses, Foundation learning tier, including Entry to Employment; <b>19+ responsive:</b> FE full- and part-time courses; <b>Employer responsive:</b> Train to Gain, apprenticeships					
Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	<b>Overall</b>	<b>14-16</b>	<b>16-18 Learner responsive</b>	<b>19+ Learner responsive</b>	<b>Employer responsive</b>
<b>Approximate number of enrolled learners</b>					
Full-time learners	1543	0	1350	193	0
Part-time learners	12108	345	124	1806	9833
<b>Overall effectiveness</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Capacity to improve</b>	1				
<b>Outcomes for learners</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
How well do learners achieve and enjoy their learning?	1				
▪ How well do learners attain their learning goals?	2				
▪ How well do learners progress?	1				
How well do learners improve their economic and social well-being through learning and development?	1				
How safe do learners feel?	1				
Are learners able to make informed choices about their own health and well being?*	2				
How well do learners make a positive contribution to the community?*	1				
<b>Quality of provision</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
How effectively do teaching, training and assessment support learning and development?	2				
How effectively does the provision meet the needs and interests of users?	1				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1				
How effective are the care, guidance and support learners receive in helping them to achieve?	1				
<b>Leadership and management</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1				
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	1				
How effectively does the provider promote the safeguarding of learners?	1				
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?	1				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	1				
How efficiently and effectively does the provider use its available resources to secure value for money?	1				

\*where applicable to the type of provision



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