



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Gateway Sixth Form College

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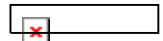
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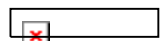
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Basic information about the college

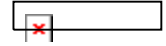


Name of college:	Gateway Sixth Form College
Type of college:	Sixth Form
Principal:	Mr N A Goffin
Address of college:	Gateway Sixth Form College The Newarke Leicester LE2 7BY
Telephone number:	0116 258 0700
Fax number:	0116 258 0701
Chair of governors:	Canon Michael Wilson
Unique reference number:	130755
Name of reporting inspector:	Tony Gallagher HMI
Dates of inspection:	28 October-1 November 2002

Part A: Summary

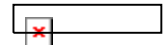


Information about the college



Gateway Sixth Form College is situated in inner Leicester and is one of three sixth form colleges and a general further education (FE) college which serve the immediate area. There are 1,081 full-time students aged 16 to 19 studying on full-time courses, plus 310 adults following part-time courses, mainly in the evening. Student numbers have risen by 15% since 1999. Applications to the college are by a city-wide college admissions procedure involving all Leicester 11-16 schools. Learners recruited to Gateway College come from a wide range of backgrounds, with over 65% of minority ethnic origin, including asylum seekers and refugees. The college has a high widening participation factor of 46%; over 530 students are in receipt of an education maintenance allowance. Pre-16 pass rates in the city are below the national average. The provision consists of General Certificate of Education Advanced levels (GCE A levels) and GCE Advanced Subsidiary (GCE AS), Advanced Vocational Certificate of Education (AVCE), General Certificate of Secondary Education (GCSE), a range of General National Vocational Qualification (GNVQs) and foundation and entry level programmes. Additional qualifications and enrichment activities such as Association of British Travel Agents (ABTA), National Vocational Qualification (NVQ) language units, English for speakers of other languages (ESOL) provision, computerised accounts and key skills complement the main programmes and subjects studied. The college's mission is 'striving for excellence in education and all that we do'. Gateway was last inspected in 1999.

How effective is the college?



Inspectors judged the quality of education to be good in science, English and theatre studies, information and communication technology (ICT), humanities, literacy, numeracy and English for speakers of other languages, mathematics, and in programmes for students with learning difficulties and/or disabilities. Provision in art, design and media and in business was judged to be satisfactory. The main strengths and areas that should be improved are listed below:

Key strengths

- good academic and pastoral support for students
- students' achievement consistently above predicted grades on advanced courses
- good internal progression
- good provision of learning resources for students

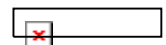
- effective strategic planning
- effective arrangements for improving attendance
- productive, harmonious relationships.

What should be improved

- further development of the accommodation
- consistency of use of the results of initial and diagnostic assessment across the curriculum
- pass rates in key skills
- links with employers.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

Quality of provision in curriculum and occupational areas



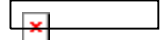
The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5)

Area	Overall judgements about provision, and comment
Science	Good. Teaching and learning are generally good, particularly in practical lessons, although in some lessons insufficient account is taken of the wide range of student abilities. GCE A-level science courses have good pass rates and retention rates in 2002, and the trend is upwards. Students achieve better in biology and chemistry

	than predicted from their GCSE grades but not in physics. The faculty is well managed. There are good specialist resources but ICT is under-used in teaching and learning.
Mathematics	Good. Effective leadership and management have led to rising standards of student achievement and a wide curriculum responsive to students' needs. Retention and pass rates have improved consistently and are now at, or above, national averages. The faculty is well resourced and learning takes place in pleasant, stimulating classrooms. Teaching is generally good. However, the range of teaching methods and learning activities used for GCE A-level mathematics is narrow.
Business	Satisfactory. Retention rates have improved consistently over a three-year period on many programmes, and are now above the national average for most courses. Pass rates on many programmes declined in 2002. Teaching is good or better in most lessons. However, the learning needs of the students were not met in a few lessons.
Information and communication technology	Good. There is a good range of courses at appropriate levels of study. Much of the teaching is good or better, although theory and programming are less well taught. Pass rates and retention rates are very good for most courses. Students receive good tutorial support and make good progress. There are few opportunities to study the more technical aspects of information and communication technology (ICT) and insufficient opportunities to develop problem-solving skills.
Art, design and media	Satisfactory. Retention rates are high and pass rates are outstanding on some courses. Retention rates have declined on GNVQ intermediate art and design. There is good teaching on media courses, but too much poor teaching in art and design. Vocational art and design students are not able to experience a balanced three-dimensional curriculum due to cramped workshop space. Written feedback to vocational students on assessment gives insufficient attention to assessment criteria and action planning.
English	Good. Teaching and learning are key strengths. Retention rates and pass rates on GCE AS and A-level courses are good, although they have declined recently in GCE AS subjects. A revised strategy has been introduced this academic year to improve the poor GCSE English pass rates. The area is very well resourced and effective use is made of the enrichment opportunities to enhance students' learning and personal experiences.
Humanities	Good. There were very good pass rates at GCE A level in 2002 and students taking GCE AS psychology and sociology consistently achieve higher grades than predicted by their GCSE results. Students on GCSE courses in these two subjects are less successful. Most teaching is good or better, though in a significant minority of lessons, teachers failed to give students demanding work. There are good resources for learning.
Literacy, numeracy and English for speakers of other languages	Good. The provision of literacy, numeracy and ESOL is good. Retention rates across the provision are high and there are some high levels of achievement in ESOL. The provision is well managed and provides the college with effective support across the curriculum. Some of the teaching is insufficiently demanding.
Provision for students with learning difficulties and/or disabilities	Good. Provision offers a wide range of opportunities for students with learning difficulties and/or disabilities. The Challenge course enables students to develop personal, practical and learning skills appropriate to their individual needs. Additional learning support enables students

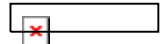
	to gain access to courses from entry level to level 3. Retention, progression and achievements are good.
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How well is the college led and managed?



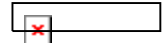
Leadership and management are good. The governors, principal and senior managers provide a clear strategic direction for the college. Partner schools and other interested parties in the city are consulted when major initiatives are being considered. The college's approach to inclusion is good. The college has been successful in meeting one of its major objectives of widening participation and has also exceeded recruitment targets over the last three years. Relations within the college are harmonious and calm, and students are well supported. Curriculum management is good in most areas. Managers and teachers at all levels have developed the curriculum from entry level to level 3 to meet the needs of the local community. Weaknesses in the previous inspection report have been systematically addressed and improvements made. Quality assurance arrangements are effective although there remain variations in implementation at course level. Students' attendance has improved by 10% over the last three years to 85%, just below the college target set for that year. Retention rates on level 3 programmes have improved by 13% over the last three years to 90%. The overall retention rate for the college is at the national average of 86%. Pass rates on many courses have also improved but some remain low. Most students who complete their advanced level course achieve better grades than those predicted for them, with some 25% improving by one grade. There is good progression between levels of qualification within the college and progression to higher education (HE) is good. The college provides good value for money.

To what extent is the college educationally and socially inclusive?



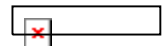
The college's response to educational and social inclusion is good. The college has an excellent approach to promoting equality and practices adopted by the college promote the interests of its ethnically diverse population. The equal opportunities policy is kept under review by the corporation and was produced in consultation with staff and the student council. The college complies with the requirements of the Race Relations Act. An open access policy for recruitment attracts students from a wide range of backgrounds. There is a very good match between the curriculum offered by the college and the students it recruits. Careful assessment of students' additional support needs on entry is used to guide students to appropriate programmes of study and to provide the required support. The provision available and support provided for students with physical or learning difficulties and/or disabilities is good. The college access fund is used well to provide financial support to students who would otherwise not be able to stay in education. The education maintenance allowance is well managed and helps to promote participation in education. It is, however, due to LEA borders, restricted to city students from particular postcode areas and is not available to all college students who would otherwise qualify. The college takes full account of religious and cultural festivals and makes arrangements for students to meet their religious obligations. Students' achievements are analysed by gender and ethnicity down to subject level by the senior management team and the corporation, but these data are not formally shared with subject teams. There are good examples in several curriculum areas, such as mathematics, where the ethnic diversity of the college is celebrated, but this is not the case in all areas. Students are aware of the college's complaints procedure. The procedures are carefully followed in the few instances where complaints are received and, where appropriate, parents or guardians are involved.

How well are students and trainees guided and supported?



The college is highly committed to providing good, effective support and guidance to students. This commitment is evident across many aspects of the college's work and is valued by students. Pre-entry advice and guidance and initial assessment are used to ensure that students choose a course that will meet their needs, and also by tutors and teachers in their regular review of the performance of students. There is a well-resourced and highly effective tutorial system. There is thorough and effective monitoring of attendance. Careers education is built into the tutorial programme and provides good guidance for students who wish to progress to HE. Students have access to support for personal issues. Arrangements for identifying and supporting additional learning needs are good. Specialist staff are available to support students and there is an extensive and well-used learning support provision.

Students' views of the college



Students' views about the college were taken into account and a summary of their main comments is presented below:

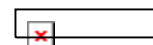
What students like about the college

- friendly and helpful teachers
- support of teachers both inside and outside lessons
- safe and bright environment
- food in the refectory
- tutorial support
- helpful financial support.

What they feel could be improved

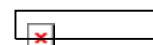
- more social spaces
- more study spaces
- relevance of key skills
- lunchtime activities.

Other information

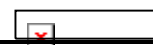


The college inspection report will normally be published 12 working weeks after the inspection. Once published, the college has two months in which to prepare its post inspection action plan and submit it to the local Learning and Skills Council (LLSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The LLSC is responsible for ensuring that the Office for Standards in Education (Ofsted) receives the college's post inspection action plan within the stipulated two months.

Part B: The college as a whole



Summary of grades awarded to teaching and learning by inspectors

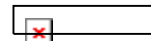


Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	69	26	5
19+ and WBL*	78	22	0
Learning 16-18	61	32	7
19+ and WBL	78	22	0

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

**work-based learning*

Achievement and standards



1. The college attracts students with a wide range of academic qualifications and backgrounds, from those working at entry level and foundation level to those with good GCSE results. They are all encouraged to develop a sense of responsibility for their own studies and take advantage of the opportunities the college offers. Most students are well motivated and work well on their own and with others. Group and team working is being developed effectively in many subjects. Many students demonstrate oral and written skills at an appropriate level, participate effectively in class discussions, and demonstrate the ability to sustain an argument. There is a reticence amongst a significant minority of students to make a full contribution to class discussions or volunteer answers to questions.

2. The best work produced by students shows strong powers of critical analysis and good use of illustrative examples and this is particularly the case amongst humanities students. Students' use of IT is generally at the level expected, although some subjects, such as mathematics and humanities, promote its general use in assignments or for research more effectively than others. Progression is generally good with many students moving on to study at higher levels at the college or to HE. There are examples of students who commenced on foundation programmes and have progressed to advanced level courses.

3. Overall attendance during the inspection week was 83% and is at the national average for sixth form colleges. It is significantly better than the 75% attendance at the last inspection. The highest attendance of 97% was recorded for students studying on entry level programmes followed by science, with 86% attendance. The lowest levels of attendance were in mathematics and literacy, numeracy and ESOL, with 77%.

16-18 year olds

4. The retention rate on level 1 programmes has been well above the national average for the last three years and in 2000/01 had reached 90%. Pass rates have shown a decline over the same period from being above to well below national averages. In 2000/01 it was 55% compared with the national pass rate of 66%. There have been improvements in level 1 numeracy courses in 2002. The foundation programmes showed a large dip to 48% in the number of passes in 2000/01 compared to previous years, and this coincides with a change to courses as a new pilot alternative syllabus. The GNVQ foundation in business studies and English for GNVQ courses had low pass rates in 2000/01. Both of these and the foundation programmes improved again in 2002. There is good progression from the entry level programmes to other education and training programmes and into employment.

5. Students studying level 2 courses generally do well. The retention rates and pass rates for level 2 programmes, with few exceptions, have consistently exceeded the national average over the last three years to 2001. Retention rates on the GCSE and GNVQ courses have been consistent at around 85%. Pass rates for GNVQ have improved over the past three years to 86%. Measures used to monitor students' progress in GCSE courses indicate that in GCSE mathematics, for example, nearly 70% of students improve their performance by at least one grade and in English, 55% improved by one or more grades. There is good progression into level 3 programmes at the college.

6. On level 3 courses, retention rates have improved steadily over the previous three years to exceed the national average in 2002, but pass rates declined in two of those years with the net result of a slight improvement in the number of students gaining a qualification. Analysis of results indicates that, overall, students improve their advanced level qualification grades to above those predicted from their GCSE scores over the last four years. On average, some 25% of students improved on their prediction by one grade in 2002. This indicates that the pass rates are better than

the raw scores would suggest. There is good progression to HE, with 76% of students studying at advanced level enrolling at universities.

Adults

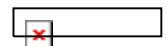
7. Few adults are recruited to level 1 programmes. Retention rates are well above national averages, but pass rates vary widely from well above national averages to well below, but with no discernible pattern. The majority of adult students are studying level 2 programmes for GCSE in mathematics, science and humanities. Students generally do well. Retention rates and pass rates are consistently above the national average.

8. Most adults studying at level 3 are taking advanced level subjects. Retention rates and pass rates have been at, or above, the national average in most subjects over the last three years.

Key skills

9. Key skills were taken as a part of Curriculum 2000 for the first time in 2000/01. While most students aged 16 to 18 and adult students were retained on the key skills programme, the overall pass rates were low.

Quality of education and training



10. Teaching, learning and attainment were graded by inspectors in 132 lessons. Overall, teaching was good or better in 70% of lessons, satisfactory in 26% and unsatisfactory in 4%. This is above the national average for all colleges (65%) but slightly below the national average for sixth form colleges (72%). Lessons in English language and literature and in business studies had the highest proportion of good or outstanding teaching. Learning was judged to be good or better in 62% of lessons observed with just 6% judged to be less than satisfactory. This is again in line with all colleges (63%) but below the national average for sixth form colleges (70%). Attainment was satisfactory or better in 95% of lessons.

11. Teachers plan lessons effectively and have up-to-date schemes of work that ensure staff and students are aware of awarding body requirements. In most lessons, teachers set a range of appropriate activities to promote learning, including discussion, targeted questions, whole-class work, small-group work and individual written or practical tasks. Teachers circulate, prompting individuals to check and extend their understanding while encouraging the more reticent student to participate. They effectively encourage students to develop research and presentation skills. Good handouts and course workbooks provide additional information to help students learn in many areas. Teachers are well qualified.

12. Art, design and media studies, mathematics, literacy and numeracy, sociology, ICT, psychology and philosophy make effective use of ICT in lessons. Its use is less well established in other areas across the college. Diagnostic testing is undertaken during induction for all full-time students. The results enable tutors to arrange appropriate support for individuals, however, communication between the skills development service and some faculties are underdeveloped. Where lessons were unsatisfactory the teaching was unimaginative, and teachers failed to maintain students' interest or provide them with appropriately demanding work.

13. Students have the opportunity to follow enrichment programmes through work experience, visits to theatres, foreign travel and attending conferences. The Excellence Challenge initiative has provided additional funding for specialist resources to enhance learning. For example, specialist software has been provided in psychology, and science students have been enabled to participate in a university-based research project during the summer holiday in 2002.

14. The accommodation is well maintained and kept clean. Since the last inspection the college has significantly improved access for wheelchair users by installing a lift in the original building and putting ramps and automatic doors in to give access to all buildings. However, the upper floors of the science and the art blocks do not allow wheelchair access. Most of the classrooms provide pleasant places in which students can learn. There are attractive and relevant wall displays in classrooms, and the corridors and social areas have informative notice boards and colourful displays of students' artwork.

15. Teachers are well qualified in their subjects with 99% of them holding a teaching qualification. Arrangements for staff development are good. Last year, 88% of teaching staff and a quarter of support staff attended external courses. Training for middle managers has been particularly effective. In its self-assessment report, the college identified the lack of industrial updating for staff as a weakness. This issue has not yet been adequately addressed.

16. The college has a clear information learning technology (ILT) policy and it has made a significant investment in equipment. Six teaching rooms have new electronic whiteboards although their potential is currently under-exploited. Networked computers provide a ratio of one computer to every 4.6 students. In some areas, ICT was well integrated with the curriculum, for example, in business studies and social science. In others, for example science, progress is now being made but integration is not as well advanced. This is identified in the college's self-assessment report. A college intranet has been established, but at the time of the inspection few of the curriculum areas had developed their sites. The number of computers available on a 'drop-in' basis is insufficient to cope with demand, particularly in the middle of the day. This problem has been exacerbated by timetabling the computers in the library for key skills classes on four afternoons.

17. The provision of learning resources to students is good. All students are provided with up-to-date textbooks if the teachers recommend this. Most handouts and materials provided in class are good. In the library, there is not a sufficient range of books for wider reading in all areas. For example, the English language bookstock is low, whereas the English literature stock is good. The number of spaces available for private study has improved since the last inspection but it is insufficient to meet with the demands made by students at times. Most students feel that there are not enough social areas for them to gather during break times. The college has no sports facilities on site but it has made arrangements for students to use the facilities at other venues in the vicinity. However, the take-up by students is small.

18. The college is well aware of the constraints it faces in developing its curriculum and facilities at the current site. It is actively considering a range of options as part of its strategic planning.

19. There are good arrangements for the initial assessment of full-time students. For courses below level 2, initial assessment takes place at the interview stage. At level 2 and above, assessment occurs within the induction week. Results are given to students promptly and those who require additional support are timetabled to attend literacy or numeracy workshops. Tutors receive regular attendance and progress reports, as well as advice about the additional support that can be provided by subject teachers, such as handouts on coloured paper to assist a student with visual impairment. Adults who attend in the evenings are given information about the additional support which is available, and can refer themselves to attend the support sessions which are conveniently timetabled.

20. The assessment and monitoring of students' progress are effective in most areas. Assessment is accurate and clear grading criteria is shared with students. Homework is set regularly and marked work is returned to students promptly. The extent to which students receive helpful written feedback on assignments is uneven across the college. For example, in business studies and humanities the feedback is constructive. Teachers' written comments let the students know how their work could be improved. In both of these areas good use is made of feedback sheets. Comments on students' work also provide helpful suggestions for improvement.

21. Students' progress is systematically monitored in all curriculum areas. The tutorial system has changed this year to place a greater emphasis on managing achievement. The effective tutorial support includes setting short-term and long-term targets, and regularly checking students' progress.

The targets are supposed to be specific and measurable, but this is not always the case. The college calculates minimum target grades for all level 3 students on the basis of GCSE achievements. Progress towards meeting these targets is reviewed in November in a one-to-one tutorial and a report is sent to parents in December along with an invitation to attend a consultation evening. This process is repeated in March. Parents are also kept well informed about absences from college.

22. The range of provision has increased since the last inspection and is now good. It includes GNVQ foundation courses in business, health and social care and ICT. In addition, at intermediate level, art and design, and leisure and tourism are offered. Small numbers enrol at entry level on full-time basic skills courses. Progression to other college courses is good. For example, over 50% of students studying on an AVCE in art and design had progressed from the GNVQ intermediate. In ICT, most students progress from GNVQ foundation through to AVCE in ICT. A college mentoring scheme has been introduced to help maintain good pass rates and progression at level 2, currently at 85%.

23. The college has effectively implemented Curriculum 2000. There are 33 GCE AS/A levels, 5 AVCEs and 20 GCSE subjects. The timetable was reviewed in the previous academic year and was modified as a result. This increased flexibility provides students with a more extensive range of options. For example, 35 full-time students are studying AVCE part or single awards alongside GCE AS or A levels and key skills. Approximately 85% of these students are studying part AVCE in IT. GCE AS/A-level options range from psychology to physical education. The college evening provision provides opportunities for adults to follow GCE AS and GCSE courses in main subjects outside normal day programmes. The college has good arrangements with other providers who collectively teach seven modern foreign languages at GCSE, GCE AS and A level. Eighteen full-time students on GCE AS/A-level programmes in the community, study Gujarati in collaboration with a neighbouring FE college. Small numbers of students also attend modern foreign languages courses run as part of adult and community education.

24. Key skills achievements are very poor. Over 450 students enrolled on Curriculum 2000 courses were entered for IT, application of number and communications. In 2002, pass rates range from almost 2% in IT to 24% in application of number. The college has made considerable efforts to improve through, for example, all teachers being trained in the development of students' key skills. Three members of the teaching staff are assigned responsibilities for key skills. Separate workshops for this purpose have been provided for students following traditional GCE AS programmes of study, while for students following AVCEs and GNVQs, key skills are integrated with the course. In an AVCE business ICT lesson, the teacher was particularly effective in integrating key skills and ensuring that effective learning took place. However, students are not always clear about the relevance of key skills within the context of their other studies. It was too early to measure if college efforts had led to improvements.

25. A Leicester Progression Accord (post 16) ensures good links with the college and three local universities. Students' visits to universities help to boost their confidence while providing them valuable 'tasters' of university life. The academic and vocational opportunities which the accord provides improves students' prospects for successful application to HE. Progression into HE provision meets most of the aspirations of those college students whose families prefer them to continue their studies relatively close to home.

26. Links with local 11-16 partner schools are good and headteachers have confidence in the college. 'Taster' days provide pupils with the opportunity to sample specific vocational options. Schools report that they value the support for pupils with special educational needs at the college and the range of courses which the college provides for the whole range of pupil ability and the general support that their former pupils received. There are few links with local employers and no formal mechanisms to enable them to assist in developing vocational provision.

27. Enrichment opportunities considerably extend the curriculum. Students' knowledge of the subjects is extended and aspirations raised. English students have access to theatre performances and workshops, art and design students have explored architecture whilst visiting Rome, and physics students benefited from a trip to Russia to experience the Space Olympics. The college participates in local football, cricket and basketball leagues. However, the range of clubs, events and

social opportunities for students to engage in is small.

28. The college is highly committed to providing good and timely support for students. The college has good links with partner schools and actively participates in the Leicester and Leicestershire Common Application process. Good pre-entry advice and guidance enable students to select appropriate courses. A pre-entry welcome pack provides students and their parents with clear information. For many students, initial assessment takes place during their interview in order to ensure that any necessary support arrangements are in place when the students start at college. A minority of students were unaware of the outcome of the initial assessment.

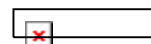
29. The tutorial system is highly effective and well resourced by the college. Students value the support they receive from their teachers. The tutorial system is complemented by a well-used mentor programme aimed at those students who are identified as being at risk of not completing their studies. The effectiveness of tutorial support and the mentor team contributes to very high retention rates across the college. Attendance is rigorously monitored. Follow-up action is taken and parents are informed of non-attendance. The college is piloting a project with all level 2 students which concentrates on developing the identified learning styles of students in order to improve their performance. Students' progress is monitored on a termly basis. Target setting and monitoring forms part of the review process. In some cases, the targets set do not always lead to an appropriate action plan for the student.

30. Careers education is provided through the tutorial system and by the local Connexions service personal adviser. There are well-organised support materials and guidance for tutors and students. Students are provided with excellent support in preparing for HE. A job club and opportunities for work experience are provided for those students who wish to gain employment.

31. Financial support is available to students through the learner support fund. In addition, many students receive financial support through the education maintenance allowance scheme and through the college welfare fund. Personal counselling is available to students, as is help with accommodation.

32. The college provides good additional support to meet identified support needs. This includes individual sessions, group workshops and learning support assistants. An extensive service is provided for students with dyslexia and those students with a physical or sensory impairment. The college places a high priority on improving basic skills. Support for students who require help with literacy and numeracy is extensive and well integrated with the college timetable in order to encourage take-up by students. Language support is also provided. Attendance at support sessions is good.

Leadership and management



33. Leadership and management are good. Governors and senior managers provide a clear strategic direction for the college. There is good representation from the local community on the corporation board and the college consults partner schools and other interested parties across the city when major initiatives are being considered. Gateway has been successful in meeting one of its major objectives of widening participation. It has developed a curriculum from entry level to level 3 that meets the needs of the local community. The college is developing longer-term options to address the difficulties it faces with its accommodation which, in part, hinders the implementation of further widening participation initiatives.

34. The strategic plan covers three years within which there are clearly identified priorities. This plan is expanded into the annual operating plan. Both contain clear, appropriately demanding targets and dates against which progress is regularly reviewed by the corporation. Weaknesses in the previous inspection report have been addressed within these plans and improvement made in most areas.

Faculty and course plans also contain measurable targets against which performance can be measured. These are reviewed and moderated by managers in discussion with their teams to ensure that they are achievable. Targets set at all levels include attendance, retention rates, pass rates and progression. The college has exceeded recruitment targets over the last three years to 2001/02. Students' attendance has improved by 10% over the same period to 85%, just below the target set for that year. The most recent target set for retention is for a 1% improvement overall annually. Retention rates on level 3 programmes have improved by 13% over the last three years to 90%. The overall retention rate for the college in 2000/01 was at the national average of 86%. Most students who complete their advanced level course achieve better grades than those predicted for them, with some 25% improving by one grade.

35. Most curriculum management is good although some is only satisfactory. Most course teams work together well. In several areas there has been very effective development of course provision. Schemes of work are useful planning documents and learning resources are generally produced to a high standard and shared across courses. There are seven heads of faculty who co-ordinate the work of areas of curriculum provision, manage budgets including resources, and staff development and complete professional development reviews. A head of the skills development service has similar responsibilities for literacy and numeracy courses and for assessing and providing support across the college for students diagnosed as requiring additional learning support. They all have responsibility for ensuring that college operational objectives are implemented within their areas of responsibility. There are regular meetings of these managers with the senior management team.

36. Professional development reviews with managers provide an opportunity for staff to formally record their achievements during the year, identify staff development needs and set targets for the following year. In the past year most, but not all, staff have had reviews. The targets set for the following year are not always sufficiently precise to measure their achievement.

37. Staff are well informed about college policies and strategic and operational objectives, and the clear management structure facilitates effective communication. Weekly briefings, a newsletter, a termly principal's briefing paper, regular faculty meetings and, exceptionally, a briefing from the chair of the corporation help staff to have a good understanding of the college's aims and progress towards their achievement. Teachers find senior managers approachable on any issues of concern. However, a minority of teachers feel that they do not always have the timely opportunity as groups to share their anxieties about strategic issues with managers. While there are opportunities for staff to work across faculties through, for example, working groups, there is currently insufficient opportunity for sharing information and good practice across the faculty structure.

38. There are clear systematic quality assurance arrangements. These have been developed further since the last inspection and are understood by staff. Self-assessment leads to actions and priorities at course and college levels, and progress is regularly reviewed. Good use is made of retention and pass rate targets to measure performance and identify areas for improvement, but the use made at course level of data on students' achievements as compared with that predicted on the basis of their prior attainment is not uniformly effective. The downward trend in pass rates at level 3 over two years was identified and a college improvement plan implemented. This has reversed the trend, led to many pass rates being at, or above, the national average and an increase in the number of students who achieve better than predicted grades. Course review is considered by all staff to be a useful tool for improvement. However, strengths and weaknesses in some reviews are insufficiently evaluative and there remain differences in the value placed on targets by a minority of staff.

39. Governors are kept well informed on the quality of the college provision. The quality and standards committee of the board closely monitor and analyse the achievements and standards achieved by the college. Retention rates, pass rates, the improvements in students' achievements above those predicted and classroom observation information are all evaluated and reported to the full board, with areas requiring attention identified for action.

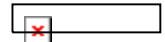
40. A revised system of classroom observation has been introduced since the last inspection. External assessors have been used to provide an independent view of the quality of the teaching and learning. The revised arrangements provide teachers with good individual staff development as they all received detailed oral and written feedback. Reports produced for each faculty provided

useful information on the key measures needed to improve teaching. The profile of grades of the assessors was more generous than that of the inspection team.

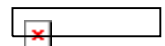
41. The college has an effective approach to promoting equality. The equal opportunities policy was produced in consultation with staff and the student council, and is kept under review by the corporation. The college complies with the requirements of the Race Relations Act and has a comprehensive policy and procedures which are posted across the institution. There is in place an open access policy for recruitment to attract students from a wide range of backgrounds. There is careful assessment of students' additional support needs on entry and measures to promote the interests of the college's ethnically diverse population. The college takes full account of religious and cultural festivals and makes arrangements for students to meet their religious obligations. Students' achievements are analysed by gender and ethnicity down to subject level by the senior management team and the corporation, but these data are not formally shared with subject teams. There are good examples in curriculum areas such as mathematics where the ethnic diversity of the college is celebrated but this is not the case in opportunities in all curriculum areas. Students are generally aware of the college complaints procedure. The procedures are carefully followed in the few instances where complaints are received.

42. Management of the college finances is good. There are effective controls on spending, and good arrangements for the tendering and purchase of capital items to ensure that best value is obtained. There are regular statements to faculties and other budget holders. The overall achievements of students and effective financial controls ensure that the college provides good value for money.

Part C: Curriculum and occupational areas



Science



Overall provision in this area is **good (grade 2)**

Strengths

- high pass rates and retention rates on GCE A-level science courses in 2002
- frequent practical work and good handouts
- effective extra support outside lessons
- wide range of specialist resources.

Weaknesses

- low pass rates and retention rates on GCE A-level science courses for 2000 and 2001
- failure of some teaching to take account of the needs of all students
- little use of IT in teaching and learning.

Scope of provision

43. There is a satisfactory range of courses for science students. The college provides GCE A-level courses in biology, chemistry, physics and physical education and an evening class in GCE A-level human biology. There are GCSE courses in physics, chemistry, modular science, human physiology and physical education. Enrolments are steadily declining on the science courses in line with national trends.

Achievement and standards

44. In 2002 the pass rates and retention rates for students taking the GCE A-level courses in biology, chemistry and physics were very high and had recovered from a downwards trend over the previous two years. Biology and chemistry pass rates were 95%. In 2001 the pass rate for GCE A-level physics was 75% compared with the national average of 90%. A college initiative to combat falling pass rates has been implemented by the faculty and is leading to improvements. For example, more information is now given to students in induction on the nature of the courses and what is expected of them.

45. Many students on GCE A-level courses achieve grades significantly better than those which might be expected from their GCSE points scores. This is particularly the case on biology and chemistry courses, and in GCE A-level physics the situation is steadily improving. All of the students who completed the GCSE physical education course in 2002 passed. The pass rates and retention rates on the GCSE human physiology course are declining.

A sample of retention and pass rates in science, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
GCSE human physiology	2	No. of starts	47	37	38
		% retention	77	76	71
		% pass rate	42	32	31
GCE A-level biology	3	No. of starts	54	52	22
		% retention	54	79	95
		% pass rate	83	72	95
GCE A-level chemistry	3	No. of starts	46	49	23
		% retention	65	90	96
		% pass rate	82	76	95

GCE A-level physics	3	No. of starts	23	21	9
		% retention	65	62	100
		% pass rate	67	75	89

Source: ISR (2000 and 2001), college (2002)

GCE A-level data for 2001/02 is for GCE A2

Quality of education and training

46. Teaching is mainly good, with all lessons being satisfactory or better. A brief lesson plan and the key lesson objectives are provided for students at the start of each lesson to remind them of the main learning goals to be achieved. Teachers are good at emphasising key concepts in ways that are easily understood. Chemical formulae are presented as words rather than symbols where appropriate. Frequent practical lessons and demonstrations help to consolidate students' learning and stimulate their interest. In a physical education lesson, a wide range of equipment was used to demonstrate various methods of determining levels of fitness and agility. The handouts given to students are good; the content is clear and many have spaces for the students to make additional notes so that they can be used to form a useful set of revision materials. Handouts are usefully colour coded by course module.

47. In the poorer lessons, teachers talk too much and fail to involve the students in appropriate activities. In a minority of lessons, teachers fail to check that students are learning, and use methods which do not take sufficient account of the wide range of backgrounds and experiences of the students. They sometimes use inappropriate vocabulary and, as a result, some students struggle to understand the work. There is recognition that there is little use of IT as a teaching and learning aid. A science intranet site is being developed. Some good CD-ROM software is available, though much of it is licenced to a single user and so cannot be used directly in teaching.

48. There is a good personal and academic support for students outside timetabled lessons. Students' progress against their individual learning plans is closely monitored at the regular meetings with tutors. There are timetables on the laboratory walls indicating when teachers are available to give additional subject help. The students value this support and uptake is high.

49. Students' written work is marked appropriately and includes helpful comments on how students could improve their work. On some courses, the students' class notes are checked and a cover page is completed which lists what is good about the work and what needs to be improved. Incorporated into students' files, these provide a good basis for later revision.

50. Many science students take up the opportunities for broadening their knowledge through a variety of science-related visits and trips. Recently, 30 students visited an agricultural college to look at the use of pesticides in modern agriculture. Over 100 students visited a variety of lectures and workshops as part of the Science Festival at Leicester University.

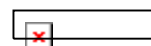
51. Science is taught mainly in a large science block which has six modern laboratories and preparation spaces. There is a small computer suite but this is used mainly for IT lessons. Physical education is taught in a separate block. Arrangements are made with a nearby sports centre for use of the gymnasium and equipment. All laboratories and teaching rooms have a strong subject identity with posters and students' work on the walls. However, some of the posters are old and refer to outdated units of measurement.

52. There is much specialist equipment available for practical work and for demonstrations by teachers. A variety of items to demonstrate the different properties of electromagnetic waves and a DNA fingerprinting kit have recently been purchased.

Leadership and management

53. Management is good and there is a genuine commitment to overall improvement. Action plans developed from the course reviews are monitored regularly throughout the year. The course reviews take account of students' views, pass rates, retention rates and other relevant information. Information on students' achievements, when compared to their previous academic results, is not used well in course planning. There are good and appropriate staff development opportunities which meet personal and college needs, including those arising from lesson observations. Useful up-to-date information provided from the management information system is used to monitor attendance and improve retention.

Mathematics



Overall provision in this area is **good (grade 2)**

Strengths

- improved retention rates and pass rates on all courses
- consistently better results achieved in GCE A-level mathematics than expected from students' previous results
- good teaching of key concepts and techniques
- stimulating, well-resourced learning environment
- broad curriculum, responsive to students' needs
- strong leadership and management contributing to rising standards.

Weaknesses

- narrow range of learning activities in GCE AS/A-level mathematics
- insufficiently demanding work for some students.

Scope of provision

54. The range of courses has been broadened at all levels over the past three years to meet the needs of all students more effectively. Free Standing Mathematics Qualifications (FSMQs) have been introduced at foundation and intermediate levels, and these courses have recruited well. They provide good internal progression paths for students up to GCSE. A large number of students continue to take GCSE mathematics but many now choose to start by studying the intermediate FSMQ. At advanced level, GCE AS and A-level courses are offered in statistics and further mathematics as well as in mathematics. Enrolments for the full GCE A-level qualifications have declined, in common with national trends, since the introduction of Curriculum 2000.

Achievement and standards

55. Retention rates have improved over the last three years on all courses. Retention rates on GCSE and GCE A-level courses are now very good. Pass rates have also improved and compare well with national averages on most courses. Statistics and further mathematics courses at GCE A level had 100% pass rates. Students studying GCE A-level mathematics have consistently exceeded expectations based on their previous qualifications and, in 2001/02, about half of all students gained at least one grade better than their entry qualifications predicted. About two-thirds of students at GCSE improve their prior achievement by at least one grade. Internal progression from level 1 and 2 courses is good.

56. Students use computers well in completing their coursework assignments, which contributes to attractively presented portfolios of a high standard. Students on foundation and intermediate courses work productively within groups and are able to apply their knowledge in real life contexts. They use spreadsheets and graphical packages with confidence. Advanced level students use graphical calculators effectively in their work. Students on all courses develop sound competence in basic techniques, but are less successful when applying their knowledge to the interpretation and evaluation of problems.

A sample of retention and pass rates in mathematics, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
FSMQ foundation	1	No. of starts	*	127	112
		% retention	*	77	86
		% pass rate	*	54	92
GCSE mathematics	2	No. of starts	451	227	221
		% retention	87	83	94
		% pass rate	25	43	44
FSMQ intermediate	2	No. of starts	*	116	77
		% retention	*	76	70
		% pass rate	*	45	59
GCE A-level mathematics	3	No. of starts	60	58	30
		% retention	55	76	93
		% pass rate	91	89	93

Source: ISR (2000 and 2001), college (2002)

*course did not run

Quality of education and training

57. Much teaching is good with well-structured exposition, sound classroom management and supportive teacher-student relations. Fundamental ideas and techniques are explained well. Examples and applications from the real world are used effectively to illustrate theoretical concepts. In one GCSE lesson the students used reverse percentages to calculate the salaries of fire fighters currently in dispute over pay. In courses at levels 1 and 2, teachers provide a range of activities to enhance learning and meet the different needs of students, including group work, investigative and discussion-based tasks. In some instances, poor management of group work undermined such activities. Students use computers extensively to investigate and present mathematical processes. In one statistics lesson, students explored the impact on confidence intervals of different variables using spreadsheets on an interactive whiteboard. In advanced mathematics, however, lessons are too often dominated by teachers who talk too much and do not vary the learning activities for students. In some lessons, teachers set only a single, limited task at a time, and as a result some students who finish the work early waste time because they are not given supplementary work to do.

58. Students are well motivated, work hard, are confident in their own skills and aware of what they need to do to make further progress. Significant amounts of homework are set regularly, marked meticulously and returned promptly. Some teachers use induction assessments, assignments and other work to formally diagnose learning needs, which they then use in drawing up individual learning plans. This good practice is not yet consistently applied across the faculty. Coursework tasks are well managed and allow students to achieve at a level commensurate with their abilities. They are assessed rigorously, and internal moderation is effective.

59. The faculty is appropriately equipped. Classrooms and corridors are decorated imaginatively with a range of stimulating posters and examples of students' work. Many of these celebrate the multicultural nature of mathematics. The college computer network contains some relevant and standard mathematical applications, but no materials have yet been developed for the mathematics area of the intranet. Course textbooks are supplemented with good learning materials. Graphical calculators, available in class sets, are used extensively. Teachers are suitably qualified and experienced, and have regular access to appropriate staff development.

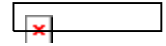
60. Students are well supported. 'Drop-in' help sessions are timetabled but these are not always taken advantage of by students. The willingness of staff to give their time is much appreciated by students. Revision tutorials are popular and well attended. They are scheduled by the faculty before each examination session and may take place during the holidays or in the evening. There are few opportunities for GCE A-level students to enhance their learning through related extracurricular activities and none are available for students on level 1 and 2 courses.

61. Regular review interviews take place between students and their personal tutor in which feedback from subject teachers is used to set individual measurable targets. Individual reviews at course level are due to be introduced later this year.

Leadership and management

62. Effective leadership and management have led to consistent improvements in students' achievements. Course reviews draw upon students' views, honest self-assessment and lesson observations. Action plans and targets are followed up assiduously. Curriculum development has been responsive to the needs of students and supports the college mission of widening participation. Attempts to improve the range and quality of teaching and learning have been partially successful, and schemes of work have been a useful vehicle for promoting good practice. There are few opportunities to share good classroom practice at subject level. The faculty's commitment to equal opportunities is evident from supportive staff-student relations, the posters on the walls and the learning resources in use. There is, however, no analysis of students' achievement by gender or ethnicity at course team level.

Business



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- good and improving retention rates
- much good teaching
- good enrichment programme.

Weaknesses

- declining pass rates on many programmes
- insufficiently demanding learning activities in a few lessons.

Scope of provision

63. The college offers learning programmes in business to full-time students at GNVQ foundation and intermediate levels, and the AVCE qualification at level 3. The faculty of business offers GCE AS and A levels in accounts, business studies and economics. The companies programme certificate is offered as an additional qualification for full-time students. There is a small part-time evening business studies programme for adults consisting of computerised accounts and GCE AS business studies.

Achievement and standards

64. Student achievement is variable across all full-time programmes, but retention rates are good. Targets for recruitment, student retention and achievement are systematically set and monitored each term as part of the course planning and review process.

65. Pass rates for GCE AS and A-level accounts, GCE AS business studies and economics declined in 2000/01, and are now below the national average. Those for GCE A-level business studies and for the small number taking GCE A-level economics were outstanding. Retention rates and pass rates for GNVQ foundation, intermediate and advanced (AVCE) were above the national average. AVCE business students achieve results which are much better than those predicted from their previous attainments, but this is not the case for students on GCE AS and for GCE A-level accounts courses. The standard of students' work is good on GCE A-level and advanced vocational programmes and students demonstrate good powers of analysis. Work in cost-benefit analysis by

GCE A-level students was completed to a high standard.

A sample of retention and pass rates in business, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
GNVQ business intermediate	2	No. of starts	55	46	41
		% retention	89	78	93
		% pass rate	60	83	71
AVCE business (double award) and precursor	3	No. of starts	42	39	26
		% retention	79	89	100
		% pass rate	85	79	82
GCE A-level business studies (two year)	3	No. of starts	67	68	29
		% retention	61	84	97
		% pass rate	90	97	100
GCE A-level accounting	3	No. of starts	15	28	20
		% retention	60	100	95
		% pass rate	67	83	58

Source: ISR (2000 and 2001), college (2002)

Quality of education and training

66. Teaching is good. Lessons are well planned, class objectives are clearly explained, and in most cases, lessons are concluded with an assessment of the work covered, matched against objectives. Preparation also takes place for future work. Students are encouraged to work individually and as part of different groupings within their class. Teachers failed to take adequate account of the needs of learners in only a minority of lessons. In one lesson the teacher talked too much while in another, a group task was poorly managed. In one economics class, students successfully developed their study and presentation skills while in the analysis of elasticity of demand, a highly theoretical aspect of the subject. Students had carefully drawn on information in short case studies, and they gained in confidence in using technical language and consolidated their learning in giving lively presentations to their fellow students.

67. Teachers are enthusiastic about their subject and the students, are well qualified, and take advantage of staff development opportunities. Most have recently undertaken training in student learning styles and in literacy and numeracy. The faculty is actively developing new vocational programmes to meet the changing needs of students and local employers. A programme for the development of study skills has been designed into schemes of work for both tutorial and subject lessons. The faculty has recently broadened its enrichment activities significantly. It has also revised its key skills provision for 2002/03, putting in place a particularly good scheme for both level 2 and level 3 IT. Difficulties in covering the full range of the curriculum caused by a high staff turnover have been overcome.

68. The accommodation available to students is very good and includes an up-to-date suite of computer rooms. Business studies is accommodated in well-maintained and suitable accommodation. The rooms include a faculty office that acts as an effective focal point for staff and students. All of the teaching rooms contain up-to-date displays, including recent work by students as well as course specific notices.

69. Assessment practice is thorough: assignments, assessment criteria and marked work are moderated according to a published plan. Teachers monitor students' progress achieving agreed targets through a thorough action plan review. Assignments are marked promptly and in accord with

a contract with students. Written feedback and advice for improvement are good. Reports are sent to parents twice a year and include information on attendance, current achievement and an expected minimum examination grade.

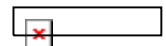
70. Progression into HE is good, with 88% of those who completed a level 3 programme in 2002 going onto HE. Links with local businesses have been significantly improved since the identification of a co-ordinator to develop such links. Little has been planned to widen participation in business in the community and the range of provision for part-time business courses is poor. However, new provision in e-commerce is being developed to meet a perceived local demand from full-time students and employers.

71. Students benefit from good academic and pastoral tutorials. They receive comprehensive advice before they enrol and attend innovative taster sessions in their chosen options during induction. Business students find these particularly helpful in confirming their choices; identifying progression opportunities and helping them to create individual learning action plans. A comprehensive careers education unit is included as part of the tutorial scheme of work. Students' attendance is monitored thoroughly using electronic registers which generate detailed reports for tutors and for parents automatically. While additional support needs are systematically diagnosed, attendance at support sessions is poor.

Leadership and management

72. Faculty management is very good and plans for future improvements in the quality of the student experience have been put in place. Quality assurance, self-assessment and target-setting processes are comprehensive and understood by the teaching team. Managers routinely monitor targets and the action plans that result from the identification of strengths and weaknesses.

Information and communication technology



Overall provision in this area is **good (grade 2)**

Strengths

- very good pass rates on full-time vocational courses
- very good retention rates on most courses
- good progression internally between levels
- good computing resources
- good tutorial support and monitoring of learning.

Weaknesses

- limited opportunities to study the more technical aspects of ICT
- few opportunities to develop problem-solving skills
- low proportion of high grades in GCE A-level computing.

Scope of provision

73. There is a good range of ICT courses from foundation level to level 3. Many students progress from one level to another, and some from foundation to advanced level courses. There are GNVQ foundation and intermediate IT courses. The level 3 provision includes GCE AS and A-level courses in computing and the AVCE ICT part, single and double awards. The range of modules on offer to AVCE students is restricted, with few opportunities for studying programming or developing network skills. There is a small range of courses for adults studying IT part time.

Achievement and standards

74. The pass rates and retention rates of students on full-time ICT courses are very good. In 2002, all the AVCE part award ICT (AS) students passed, and pass rates for GNVQ foundation IT, GNVQ intermediate IT, and AVCE ICT were all above 95%. These pass rates are significantly higher than the national average. The retention rates for most courses are 90% or above.

75. Many students on AVCE courses achieve grades higher than one might expect from their entry qualifications. In contrast, less than the expected number achieve high grades in GCE A-level computing. The quality of written and oral work of some students is lower than expected. This is recognised by teachers and students are appropriately supported. The understanding of programming concepts of a significant minority of second-year GCE A-level computing students is weak, and problem-solving skills are not well developed.

A sample of retention and pass rates in information and communication technology, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
GNVQ foundation IT	1	No. of starts	*	38	29
		% retention	*	95	90
		% pass rate	*	78	96
Computer literacy and information technology (CLAIT) short	1	No. of starts	109	126	51
		% retention	94	83	100
		% pass rate	50	69	45
GNVQ intermediate IT	2	No. of starts	46	89	102
		% retention	100	92	94

		% pass rate	44	91	95
AVCE part award ICT (AS)	3	No. of starts	*	37	40
		% retention	*	100	90
		% pass rate	*	91	100
GNVQ advanced/ AVCE ICT double award	3	No. of starts	43	61	58
		% retention	98	98	98
		% pass rate	98	80	98
GCE A-level computing (two year GCE A2)	3	No. of starts	73	59	25
		% retention	77	91	100
		% pass rate	84	74	84

Source: ISR (2000 and 2001), college (2002)

*course did not run

Quality of education and training

76. Much of the teaching is good. In many lessons, teachers encouraged and supported their students well. Tutors set targets and monitor students' progress well. Students worked diligently in class and demonstrated a commitment to their learning.

77. In one well-planned lesson, students studied the health and safety implications of the use of IT through a series of short activities, which were completed to deadline. Research was undertaken using the Internet, key concepts summarised, documents created within desktop publishing software and suitable graphics were selected to illustrate the main points. In another lesson, students learnt web development skills in groups and used sophisticated commercial software competently to create multimedia resources featuring animation. Various technologies were integrated with ease and impressive results were achieved. In many practical lessons, students effectively develop an understanding of theoretical concepts at the same time as acquiring practical skills. For example, the content of web pages which students created included glossaries of computer terms which were required to be used in other parts of the course that students had to define in their own words. In a GCE A-level class, concepts relating to data structures were developed together with programming skills by creating a programme which demonstrated the features of a stack.

78. Theory and programming are taught less well and, in a significant minority of lessons, students' understanding was not adequately checked, with teachers answering their own questions. An unsatisfactory lesson on computer architecture was dull. It featured considerable dictation, with little amplification or checking of students' understanding and diagrams were not used effectively to give clarity to the explanations, and information was merely copied down. In several lessons, students failed to develop problem-solving skills and independent research skills. In one programming lesson, students copied sections of code from a book, did not understand the functions used and were therefore unable to experiment and develop their own solutions. In a level 3 lesson where students were undertaking an exercise about computer components, there was no encouragement to research further information on their own. Students waited for the teacher to provide the answers. Teachers mark students' work promptly and effectively with helpful written comments that indicate how students could improve their performance. The vocational courses use well-constructed assignments with clear assessment criteria.

79. Effective tutorial support features target setting, with short-term and long-term goals, and regular checking of progress. In one tutorial, foundation students were encouraged to consider their strengths and weaknesses and list realistic targets that would enable them to develop their skills. Their self-esteem was encouraged and successes celebrated. The close pastoral support contributes to the very good retention rates. Personal tutors are well informed about their students

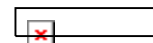
and maintain comprehensive tutorial files. Attendance is closely monitored and parents informed about poor attendance where appropriate. Students have confidence in sharing personal issues with tutors and value the support given. The assessment of additional learning support needs takes place on entry to the course and appropriate support is provided.

80. Well-qualified staff have a secure technical knowledge of application packages and web-development software. Computing resources and paper-based curriculum materials are good. Accommodation was poor at the time of the last inspection. Teaching now takes place in a spacious setting and a number of rooms benefit from air conditioning. Effective use of multimedia projectors to demonstrate software is restricted because of a lack of space in some classrooms. An appropriate range of modern commercial software is available across the college.

Leadership and management

81. The IT faculty is well managed and co-ordinated, and the positive working relationships across the faculty enable effective development of the curriculum. Good, detailed schemes of work are used across the faculty to plan lessons. Assignments and learning materials are good, developed and shared by course teams to help to reduce the duplication of effort. Internal verification of vocational assignments is undertaken by many of the team and is well organised. The self-assessment process is thorough. There is a strong commitment to supporting learners and the use of teachers who have significant class contact with students to also act as their tutors improves progress monitoring and significantly strengthens this support for students.

Art, design and media



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- outstanding pass rates on foundation diploma and GCE A-level art
- high retention rates
- good standard of students' work
- good teaching in media
- effective integration of ILT in lessons.

Weaknesses

- declining retention rates on GNVQ intermediate art and design
- too much poor teaching in art and design
- small three-dimensional workshop facilities
- insufficient written feedback on assessment for vocational art courses.

Scope of provision

82. The college provides a wide range of courses at level 3, with over 300 students enrolled on programmes, including GCE AS/A-level media and film studies, GCE AS/A-level art, design and photography, AVCE art and design and a foundation diploma in art. There are also over 50 students enrolled on GNVQ intermediate art and design, and GCSEs in art and photography. The majority of students are aged 16 to 18. Adult learners have the opportunity to attend evening courses in GCE AS and A-level art, film studies, media studies and photography.

Achievement and standards

83. Retention rates on most courses are above the national average, but have declined over the past three years to below the national average on GNVQ intermediate art and design. There have been 100% pass rates on GCE A-level art and the foundation diploma over the past three years. In 2002, GCE A-level media also achieved a 100% pass rate. The proportion of high grades achieved for GCE A-level art and photography, and GNVQ advanced art and design are consistently above the national average. In the year 2002, 67% achieved merit and distinction grades on the foundation diploma, well above the national average. Art and design students achieve, on average, a grade one above that predicted on the basis of their previous attainment. However, pass rates on both the GNVQ intermediate and AVCE in art and design are consistently below national averages, and GCE A-level design has declined over the past three years. Progression, both internally from level 2 to 3 and externally to HE is good. All students completed the foundation diploma course in 2002 and progressed to a wide variety of HE programmes.

84. The standard of students' work is particularly good in GCE A-level art where students have consistently won awards for being amongst the top performers in the country. In other classes, there is a good range of two-dimensional work across a range of media. One class was successfully experimenting with the use of heat foil transfer techniques to enhance and embellish the presentation of their work. Level 3 students' sketchbooks demonstrate good research and analytical skills. Media and film studies students were able to contribute to a high level of debate and analysis. However, the range of three-dimensional experimentation and work is small. Students' art work is extensively displayed around the college and used as an integral part of college marketing material.

A sample of retention and pass rates in art, design and media, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
GNVQ intermediate art and design	2	No. of starts	20	15	15
		% retention	95	87	73

		% pass rate	72	69	73
GCSE photography	2	No. of starts	17	20	20
		% retention	90	59	75
		% pass rate	39	50	71
GNVQ/AVCE advanced art and design	3	No. of starts	*	16	25
		% retention	*	81	88
		% pass rate	*	77	73
GCE A-level art studies/fine arts	3	No. of starts	32	44	20
		% retention	59	79	91
		% pass rate	90	88	100
GCE A-level communications/ media (general)	3	No. of starts	42	42	32
		% retention	69	75	91
		% pass rate	90	88	100
Foundation diploma in art and design	3	No. of starts	18	21	24
		% retention	100	90	96
		% pass rate	100	100	100

Source: ISR (1999 and 2000), college (2001)

*course did not run

Quality of education and training

85. Teaching is good on media courses. Teachers demonstrate high levels of vocational and technical skills, and are able to engage students in well-planned and effective learning. Students worked well on media products, for example, short practice video and magazine layouts. The quality of teaching is mixed in art and design. The best teaching took place on higher level courses where it was well planned and resourced, and where teachers paced the work effectively and encouraged students to work on their own. Students often worked on individual projects and were confident in the use of a variety of media and ILT. However, too many lessons were poor. In these, teachers failed to engage students in effective learning or check individual progress. Learning aims and outcomes were not sufficiently explained and work did not always take account of the differing needs of all the students present.

86. Accommodation is generally very good. The studios are spacious and well equipped and the college has recently invested in new digital video equipment which is well used by students. The film studies room is well equipped with video, DVD and a data projector allowing for effective and comfortable viewing of source material. In addition, most art and design studios have high level specification computers and peripherals. In all observed lessons, individual students were able to use computers as a natural aspect of their working process. Workspace in the three-dimensional workshop is cramped, severely limiting the range and scale of media available to vocational art students.

87. Teachers regularly monitor students' progress but written feedback on assessment in some vocational art and design is insufficient. The review sheet used for this programme makes little reference to assessment criteria and the associated student feedback is poor, particularly in respect of individual target setting.

88. Students value the support that is available from the college to subsidise the cost of study visits and art materials and equipment. A mentor has recently been attached to the faculty as part of the

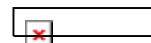
strategy to improve retention and achievement. The faculty has a positive approach to inclusion and has an open access policy to level 2 courses, with guaranteed progression for those who pass. In one evening class, a profoundly deaf adult student was well supported by a note taker and a signer whilst undertaking a lesson on the use of photoshop.

89. There is a range of study visits for students. Current students have benefited from educational visits to London and the Yorkshire Sculpture Park. Last year, GCE A-level and foundation students had a successful residential visit to Rome. Enrichment activities also include a well-managed programme of visiting professional artists and designers, funded as part of the gifted and talented scheme.

Leadership and management

90. Individual staff take responsibility for course co-ordination, managed by a head of faculty. Curriculum management is good on advanced level courses, although there is insufficiently co-ordinated sharing of good teaching practice between vocational and academic courses.

English



Overall provision in this area is **good (grade 2)**

Strengths

- good pass rates on GCE AS/A-level courses
- mostly good or outstanding teaching
- very good resources and a pleasant learning environment
- good support for students
- varied enrichment activities to enhance students' learning.

Weaknesses

- low pass rate on GCSE English course

- poor retention rates on GCE AS English language, English literature and theatre studies courses in 2001/02.

Scope of provision

91. A good range of courses in English and theatre studies is available at GCE AS and A level. Recruitment has declined on the GCE AS/A-level theatre studies courses. There is currently no GCE AS group, and the GCE A-level group has only eight students, though the resources available to teach the subject are good and there is a well-equipped drama studio. GCSE English is popular as a 'retake' subject. Key skills in communication are available at levels 1, 2 and 3. There are evening courses in GCSE English, GCE AS literature and GCE AS language. Students on those courses are able to attempt the full GCE A level in one year if they wish. There is no alternative provision to GCSE English for those students not at a standard to achieve at grades A-C GCSE.

Achievement and standards

92. Pass rates on level 3 courses have improved over the past three years and are at the national average. The GCSE English pass rate, while improving over the same period, was 12% below the national average in 2001/02. Retention was high on this course in 2002 at 90%. On GCE AS English language, English literature and theatre studies the retention rates fell to below the national average in 2001/02. In contrast, the retention rates in GCE A-level English language, English literature and theatre studies are all above the national average. Students' achievements at level 3, when compared to their predicted grades, show an improving picture, with students generally attaining above the level expected.

93. Standards of work on level 3 courses are mostly good. Students develop their analytical skills well and, in the majority of lessons observed, were contributing effectively to discussions. Written work at this level is also of a good standard. In GCSE classes, many students were not producing written work at the level necessary to make sufficient progress to achieve an A*-C grade during the year, although over 50% of students improved their grade in 2001/02.

A sample of retention and pass rates in English, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
GCSE English	2	No. of starts	346	420	370
		% retention	87	83	90
		% pass rate	26	37	38
GCE A-level English literature	3	No. of starts	46	49	35
		% retention	67	85	100
		% pass rate	73	58	100
GCE A-level theatre studies	3	No. of starts	*	17	7
		% retention	*	57	86
		% pass rate	*	80	100

Source: ISR (2000 and 2001), college (2002)

*course did not run

Quality of education and training

94. Teaching is good or better on most courses. In some lessons it was inspirational and challenging. Planning is generally good. In GCSE English, the learning materials have been prepared to take account of the learning needs of different groups, according to their entry grade and standard of work.

95. In many lessons, teachers showed an imaginative approach to developing students' knowledge, understanding and skills. In one GCSE English class, students worked in groups to identify the key differences in the opening scenes of the Franco Zeffirelli and Baz Luhrmann versions of *Romeo and Juliet*. They were beginning to understand what was involved in 'reading a film' and were writing down the similarities and differences. These included references to the soundtrack, camera angles and 'mise en scene'. A second-year theatre studies group was working on devising a group performance. The initial stimulus was 'dreams' and the group worked creatively to develop their ideas. After two days the plot outline and characterisation had developed well. Second-year English language students were working on individual research projects. They confidently explained their research, making appropriate references to the methodology they were using. One student was researching the language of an animated cartoon series, while another student was investigating the history of the changing language of her grandfather, mother and younger brother.

96. Assessment is good. Teachers make detailed formative comments on students' work. Students are kept fully informed about the methods of assessment and the criteria used. Descriptions of external assessment are displayed on classroom walls. Sometimes the comments on students' work are not clearly linked to the marking criteria. There are no standardised feedback sheets that could assist both students and teachers. Teachers ensure that work is cross-marked and moderators confirm that the standard of marking is in line with awarding body requirements.

97. Good links with local arts organisations are used to enrich the students' learning. Theatre companies visit the college and students have the opportunity to see plays locally and to visit London for conferences. Staff from a local university deliver two lectures a year to GCE A-level English students on topics agreed with the teachers.

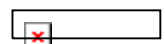
98. There is good support for students. Students are set individual targets which are monitored regularly. Attendance and punctuality are also monitored rigorously and the use of the electronic registers enables staff to have dependable data on which to base their management of this area. Impartial initial advice and guidance assisted students in deciding which course to follow. One-to-one academic tutorials are readily available particularly when students are working on extended coursework assignments.

99. Teachers are well qualified. They have good access to professional development and there is a good take-up of development opportunities. Lessons take place in pleasant classrooms with interesting and attractive displays on the walls. Learning resources are very good. The range of books and videos is very good although less so for English language. A particularly useful resource is the bank of readily accessible printed learning material stored in the learning centre. There is good access to computers.

Leadership and management

100. The programme area is well led and there is good teamwork. Staff use college information to monitor performance and meet regularly to discuss students' progress and issues relating to teaching and learning. Course reviews are carried out regularly. The course review for the GCSE programme lacks rigour, although the key issue of low achievement on GCSE English is identified. A number of strategies have been put in place to address this.

Humanities



Overall provision in this area is **good (grade 2)**

Strengths

- very good pass rates at GCE A level in 2002
- students achievements consistently above predicted grades in GCE AS psychology and GCE AS sociology
- good retention rates on GCSE courses and on law courses
- much good teaching
- effective use of a wide range of resources
- good match between the courses offered and the needs of the students
- strong support for students.

Weaknesses

- low pass rates in GCSE sociology and declining pass rates in GCSE psychology
- poor retention in GCE AS history
- significant minority of dull and undemanding lessons
- inadequate monitoring of adult provision.

Scope of provision

101. There are courses in sociology and psychology at level 2 available during the day. History, law and philosophy are offered at level 3. Law, philosophy, psychology and sociology are also offered in the evening. All subjects except history recruit well, with psychology and sociology the most popular. Modules are carefully chosen in philosophy and sociology to reflect the ethnicity of the student population.

Achievement and standards

102. Students in all subjects achieved well at GCE A level in 2002. All students passed history, law and philosophy. Pass rates in GCE AS history, law, philosophy and sociology were above the national average in 2002. Students aged 16 to 18 in GCE AS psychology and sociology consistently achieve significantly better grades than those predicted by their GCSE results. Students on GCSE courses in those subjects are less successful, with pass rates at grades A-C consistently falling below national averages. All adult students passed GCE AS law in 2002. The proportion of students achieving the higher grades in GCSE law was well above the national average in 2001 and 2002. With the exception of GCE AS history and GCE AS law, retention rates have improved to close to, or above, national averages for all students aged 16 to 18.

103. The better work in sociology, law and philosophy demonstrated students' ability to develop a balanced argument supported by appropriate references. Examples of independent analysis were infrequent in psychology work. Some students can present and sustain arguments during oral work in class. A significant minority of students are not confident enough to contribute to whole class discussions and many responses are hesitant and undeveloped.

A sample of retention and pass rates in humanities, 2000 to 2002

Qualification	Level	Completion year:	2000	2001	2002
GCE A-level psychology (two year)	3	No. of starts	109	106	46
		% retention	70	75	100
		% pass rate	87	85	87
GCE A-level psychology (one year)	3	No. of starts	29	35	*
		% retention	76	58	*
		% pass rate	64	80	*
GCE A-level sociology (two year)	3	No. of starts	66	48	72
		% retention	56	71	82
		% pass rate	*	*	95
GCE A-level law (two year)	3	No. of starts	34	35	14
		% retention	88	86	93
		% pass rate	73	59	100

Source: ISR (2000 and 2001), college (2002)

*data unreliable

Quality of education and training

104. Most teaching is good or better. In a lively psychology class, students worked through a variety of well-chosen activities, including lateral thinking puzzles, and reached a good understanding of

Bartlett's theory of serial reproduction. Effective teaching in philosophy has created an environment in which students enjoy thinking. Here, the teacher's skilful questioning and patient listening encourage the confident students to propose and sustain arguments and the more tentative to develop their thoughts further. In an outstanding sociology lesson on the theme of cultural diversity, the students, inspired by the enthusiasm of the teacher, animatedly discussed cultural differences in small groups, at all times learning from each other. The teacher questioned their conclusions, in particular their reliance on stereotypes. The students' personal development was enriched and their sociological knowledge extended. Another lesson on the same topic was less successful because the teacher did not challenge students' conclusions, or encourage their participation in the discussions.

105. The potential value of the workbook and source materials was not exploited in a lesson where students copied notes from the whiteboard. No opportunity was provided for critical thinking and reflection, and a number of students became restless. Some students are not made to work to their full potential in many lessons. In an unsatisfactory lesson, students who finished an exercise quickly did little but wait for the rest to finish. There is infrequent use of additional materials to extend the learning of students.

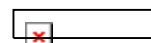
106. Staff are well qualified in their subjects and a number are examiners for the awarding bodies. There are good resources for learning. There is good use of IT and the Internet in philosophy, psychology and sociology courses to extend learning and promote research skills. Well-chosen subject workbooks in sociology, philosophy and law provide additional information while offering opportunities for testing students' understanding. All classrooms have a strong subject identity. During their introduction to GCE AS psychology, students made mobiles, word charts and posters illustrating different models of memory. These now enliven the walls and ceiling of the classroom.

107. Work is set at an appropriate level for the stage and level of course. There are clear assessment criteria. All students' work is carefully marked with constructive suggestions on how to improve their grade. Not all teachers help students to improve their literacy skills by correcting students' technical errors. Students receive good support from all staff who are easy to contact and willing to discuss issues with them. The well-designed tutorial programmes for students in the social science faculty focus on study skills and careers education. Students receive good pre-course advice and guidance. Close monitoring in the first week enables students and teachers to ensure that appropriate choices of course have been made with the opportunity to change, if necessary. Tutorial sessions are not uniformly effective. A very good tutorial, with a group of mainly GCSE students, helped them to re-write their action plan goals as measurable targets. A less successful tutorial with level 3 psychology students dealing with stress, failed to stimulate a discussion that would have linked directly with the students' experiences.

Leadership and management

108. There is good teamwork for full-time courses. The single person subject co-ordinators of history, law and philosophy value the opportunity to work with colleagues and get support both formally within faculty meetings and informally in the social science workroom. There is no formal mechanism for psychology staff, who are located in the science faculty, to meet with other social scientists to discuss matters of common concern. The provision for adult students is not adequately monitored. The social science self-assessment report identifies strengths and weaknesses concisely and actions proposed are specific and time-related.

Literacy, numeracy and English for speakers of other languages



Overall provision in this area is **good (grade 2)**

Strengths

- well-planned and well-managed literacy, numeracy and ESOL provision
- effective college-wide initial assessment for literacy and numeracy
- good pass rates for ESOL qualifications
- good retention rates across the provision.

Weaknesses

- a number of unimaginative lessons

Scope of provision

109. The skills development service provides a comprehensive range of support in literacy, numeracy and ESOL and is available to all students in the college. The service is also responsible for the provision of initial assessment in literacy and numeracy for all full-time students, to identify those students from all subject areas who require further support in their studies. Support is also made generally available to all full-time and part-time learners in the college on a self-referral basis. Foundation students not yet competent to undertake GCSE English or mathematics courses are provided with timetabled additional support sessions in the relevant curriculum area. Students following level 2 and level 3 full-time programmes can attend timetabled additional support sessions. A daytime and early evening 'drop-in' service is also provided.

Achievement and standards

110. The skills development service successfully provides students with extensive opportunities to develop their skills. In most instances, students improve upon their initial predicted grades as a result of the additional literacy and numeracy support which they receive. In 1999 to 2001, pass rates for students following the entry level numeracy qualification were above 80%. Retention rates were equally high. Retention rates in business communications level 1 are good and above the national average. The ESOL Pitman qualification at level 1 and at level 2 has been successfully introduced for learners from 2000/01. Retention rates and pass rates for these courses are significantly above the national average.

111. Well-planned individual support from tutors ensures that the majority of students make good progress on their course and achieve their individual learning goal. Where used effectively, the initial assessment provides a good basis for developing the students' individual learning programme. In some instances, the initial assessment was not used as a basis for the learning plan.

Quality of education and training

112. Appropriate initial assessment is administered at the interview stage and students requiring follow-up diagnostic testing are attended to promptly. The students' individual learning plan sets out targets for achievement and is regularly monitored.

113. Most teaching is at least satisfactory. Teachers are enthusiastic, plan well and provide activities which are appropriate and sufficiently demanding. In one lesson observed, the teacher had carefully planned a range of group activities which took account of individual students' objectives. This attention to detail helped to create a purposeful atmosphere and an enthusiastic response from students. In a literacy class, students were all following individual programmes but were also working with and supporting each other. They used appropriate computer software and took pleasure in completing the tasks set for them. The teacher effectively managed the students' learning, provided good and clear explanations and made sure that tasks were sufficiently demanding. In another lesson, suitably adapted to suit both confident and weaker learners, students were using IT and Internet facilities to develop advertisements. Teachers rely too much on handouts and a minority of the teaching is dull and lacks variety. In a small number of students' folders, the teacher had not followed up uncompleted work. The majority of marking offered constructive and encouraging feedback.

114. Resources are good and there is an extensive range of up-to-date and relevant paper and computer-based materials. Many staff also create their own learning materials, usually to a high standard. In some cases, however, this comprehensive variety of curriculum resources were not used in lessons. The size of one classroom makes it difficult to manage a full range of teaching and learning activities.

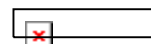
Leadership and management

115. The management of the skills development service is very good. The section leader and team of staff work well together to ensure that communication across the provision is good. Staff are kept informed of developments through a range of means, including personal correspondence and bulletins. There are regular staff meetings that concentrate on curriculum development and quality improvement. Teachers are committed to their students, establish effective relationships with them and offer a good range of support.

116. The provision is well organised and highly valued by staff and students across the college. Staff are well qualified and regularly take up opportunities for staff development. The majority of staff have undertaken training in the national curriculum for literacy and numeracy which is being effectively applied across the provision.

117. There is a clear commitment to improving standards and developing further the range and variety of learning opportunities for students. Staff demonstrate an awareness and sensitivity to equal opportunities issues, and lesson and material preparation planning took account of the range of backgrounds and cultures present in the groups. The self-assessment report is comprehensive.

Provision for students with learning difficulties and/or disabilities



Overall provision in this area is **good (grade 2)**

Strengths

- opportunities to develop a wide range of skills on the Challenge course
- effective support for individual needs

- very effective use of questioning to support, check and reinforce learning
- good achievement on Team Enterprise
- very good retention and progression
- thorough initial assessment leading to individual learning plans.

Weaknesses

- insufficient demanding activities and extension activities for a minority of students.

Scope of provision

118. Provision for students with learning difficulties and/or disabilities is primarily accommodated in the Challenge programme. Challenge is an entry level programme for those who are not yet ready to access level 1 courses. It also offers opportunities at entry level 1, 2 and 3. There are 29 students on the course, the majority of whom have learning difficulties and/or disabilities. The college also provides additional learning support for 48 students with learning difficulties and/or disabilities on other courses across the college at all levels.

Achievement and standards

119. Over the past three years, retention rates on the entry level programme have been good at over 90%. There are no direct comparisons available, but the national average for a similar course for students with learning difficulties and/or disabilities is 88%.

120. Progression on the Challenge course is very good. Of the 22 students recruited to the course in 2001/02, all but one progressed to other education courses and training schemes or into employment.

121. Achievement on this course is also good. Students work towards targets agreed with them in their individual learning plans. The majority of students were achieving a high standard of work and making suitable progress in lessons. A small number, however, were not achieving their full potential.

122. One of the modules on the Challenge course is Team Enterprise. This involves students in planning and running a small business. Achievement on this module is particularly good and students have received national and regional awards in recognition of this over the past three years. Students worked well in small teams and undertook a range of practical tasks associated with their businesses. The products being made for sale were of a good standard.

Quality of education and training

123. There is much good teaching on the Challenge programme and in additional support sessions. Of the eight sessions observed, five were good or better and the remainder satisfactory. In the most effective lessons, clear planning ensured that individual needs were taken into account. Students were given interesting and appropriately demanding tasks which then offered opportunities to develop a wide range of personal, practical and learning skills. Teachers used questioning very effectively and also enabled technology to ensure that all students could participate in all the activities. In less effective lessons, a minority of students were not given sufficiently demanding work to do.

124. Education support workers were effective and demonstrated very good skills in the use of questioning to promote, consolidate and check students' learning. They supported students while encouraging them to be independent. They are well managed and deployed.

125. Teaching is linked to but not restricted by the pre-entry and entry level literacy and numeracy curriculum. This ensures that literacy and numeracy skills are developed, but that a wide range of other skills are also developed, appropriate to each individual learner.

126. Teaching in additional support sessions is good. It helps skill development and is relevant to the students' main programme. Teachers showed a thorough knowledge of learning strategies that would be useful to students. They use questioning skilfully to involve students in self-assessment and to identify useful ways of learning. This effectively encourages students to adopt an independent approach to learning.

127. Much assessment is carried out during lessons, particularly in practical sessions. Constructive oral feedback is given to students throughout activities. Teachers and education support workers give students supportive and motivating feedback. Written feedback on students' marked work is more general and very encouraging, but it does not always make clear to students how they could improve their performance.

128. All students on the Challenge course benefit from the opportunity to undertake work experience, work shadowing or supported work experience during their course. All support needs are met during this experience as well as in college. This opportunity is particularly useful for those students who will not progress to other education or training opportunities and for those who are not sure to which vocational area they would like to progress.

129. Tutorials are held twice weekly and records are kept showing progress and any actions necessary. Attendance is also discussed at each tutorial. Attendance on the Challenge programme is good and tutors contact students and/or their parents or carers after one absence. Written reports are prepared for each student's termly review and a parents' evening is held in December.

130. Effective links with a range of external partners and agencies enhances the curriculum, support and progression of students on the Challenge course. Links with specialist services ensure that appropriate advice and support is available to students with learning difficulties.

Leadership and management

131. There are regular team meetings to ensure effective communication within the team. These are minuted, but the outcomes of some less formal meetings are not recorded. A comprehensive record of all relevant decisions does not therefore exist. All staff participate in the course review process, which feeds into self-assessment. Quality assurance is satisfactory.

Part D: College data

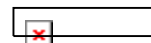


Table 1: Enrolments by level of study and age

Level	16-18 %	19+ %
1	13.2	6.0
2	31.0	20.7
3	37.8	57.0
4/5	0	1.7
Other	18.0	14.6
Total	100	100

Source: Provided by the college in spring 2001

Table 2: Enrolments by curriculum area and age 2000/01

Curriculum area	16-18 No.	19+ No.	Total Enrolments %
Science and mathematics	897	263	17.4
Land-based provision	0	0	0
Construction	0	0	0
Engineering	10	0	0.2
Business administration, management and professional	387	168	8.3
Information and communication technology	588	230	12.3
Retailing, customer service and transportation	0	0	0
Hospitality, sports, leisure and travel	70	28	1.5
Hairdressing and beauty therapy	0	0	0
Health, social care and public services	248	210	6.9
Visual and performing arts and media	239	91	5.0
Humanities	1,031	257	19.4
English, languages and communication	1,216	249	22.0
Foundation programmes	401	66	7.0
Total	5,087	1,562	100

Source: Provided by the college in 2002

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		1999	2000	2001	1999	2000	2001
1	Starters excluding transfers	115	198	127	26	19	10
	Retention rate (%)	74	84	90	92	100	90
	National average (%)	80	81	83	70	74	74
	Pass rate (%)	70	52	55	54	89	38
	National average (%)	62	70	66	61	65	66
2	Starters excluding transfers	916	1,370	971	89	100	104
	Retention rate (%)	86	87	83	75	79	66
	National average (%)	80	81	81	71	75	74
	Pass rate (%)	88	76	88	87	72	77
	National average (%)	81	79	83	68	68	67
3	Starters excluding transfers	953	1,414	2,638	100	125	143
	Retention rate (%)	67	77	87	56	70	70
	National average (%)	78	80	84	65	70	71
	Pass rate (%)	78	61	64	71	54	67
	National average (%)	85	85	85	61	63	66
4/5	Starters excluding transfers	29	17	20	5	1	1
	Retention rate (%)	93	100	95	*	*	*
	National average (%)	**	**	**	72	*	*
	Pass rate (%)	78	100	100	*	*	*
	National average (%)	**	**	**	50	*	*
Short (excl. Key skills)	Starters excluding transfers	136	90	98	41	85	184
	Retention rate (%)	87	94	84	95	96	96
	National average (%)	**	**	**	**	**	**
	Pass rate (%)	42	44	74	26	78	72
	National average (%)	**	**	**	**	**	**
Key Skills	Starters excluding	6	8	1,029	10	16	33

	transfers						
	Retention rate (%)	100	100	94	100	94	91
	National average (%)	81	85	85	75	63	72
	Pass rate (%)	0	100	13	0	100	17
	National average (%)	45	47	31	34	61	30

*numbers too low to provide a valid calculation

**not applicable

Note: Summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is General FE and Tertiary colleges with a high number of students from disadvantaged areas) This may not be included in the notes, depending on the college.

Sources of information:

1. National averages: Benchmarking Data 1999 to 2001: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2002.

2. College rates for 1999 to 2001: College ISR.

Table 4: Quality of teaching observed during the inspection by level

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	75	19	6	73
Level 2 (intermediate)	63	34	3	32
Level 1 (foundation)	63	37	0	16
Other sessions	64	27	9	11
Totals	70	26	4	132