



ADULT LEARNING  
INSPECTORATE



Office for Standards  
in Education

## Ealing, Hammersmith and West London College

### CONTENTS

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[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the college led and managed?](#)

[To what extent is the college educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the college](#)

[Other information](#)

[Part B: The college as a whole](#)

[Summary of grades awarded to teaching and learning by inspectors](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

[Part C: Curriculum and occupational areas](#)

[Science and mathematics](#)

[Construction](#)

[Engineering and manufacturing](#)

[Business administration and professional studies](#)

[Information and communication technology](#)

[Catering and hospitality](#)

[Hairdressing and beauty therapy](#)

[Health and social care](#)

[Performing arts and media](#)

[Humanities](#)

[English and communications](#)

[English for speakers of other languages](#)

[Literacy and numeracy](#)

[Provision for students with learning difficulties and/or disabilities](#)

[Part D: College data](#)

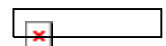
[Table 1: Enrolments by level of study and age](#)

[Table 2: Enrolments by curriculum area and age](#)

[Table 3: Retention and achievement](#)

[Table 4: Quality of teaching observed during the inspection](#)

**Basic information about the college**

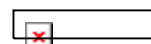


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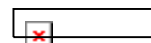
Name of college:	Ealing, Hammersmith and West London College
Type of college:	General Further Education
Principal:	John Stone
Address of college:	Ealing, Hammersmith and West London College Gliddon Road Barons Court London W14 9BL

Telephone number: 0208 874 1688  
Fax number: 0208 563 8247  
Chair of governors: William Stokoe  
Unique reference number: 130408  
Name of reporting inspector: Michael Davis  
Dates of inspection: 28 October-8 November 2002

## Part A: Summary



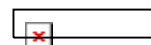
### Information about the college



West London has a population of approximately 1.4 million people. It spans very prosperous areas and large pockets of social deprivation. Unemployment has generally declined, but the London Borough of Hammersmith, at 5.2%, has the highest concentration of unemployment in the area covered by London West Learning and Skills Council (LSC). The rates for the London Borough of Ealing are lower than the average for the London West LSC. However, these general rates hide significant variations. A high proportion of families living in West London have low incomes and low levels of achievement. West London has one of the largest refugee and asylum seeker populations in the country. The 16 to 24 age-group population is growing across the two boroughs, with approximately 42% from minority ethnic groups. Ealing, Hammersmith and West London College was formed on 1 January 2002, as a result of the merger of Ealing Tertiary College and Hammersmith and West London College. It is now the largest general further education (FE) college in London. The college has five main centres at Barons Court, Lime Grove, Acton, Ealing, and Southall. Hammersmith is the largest site, Acton offers mostly vocational courses and Ealing operates mainly as a sixth form centre.

The college offers a wide range of courses across 13 of the 14 LSC programme areas. The largest number of enrolments in 2001/02 was on foundation courses, which accounted for 38% of college students. The provision ranges from entry level to level 4. In 2002/03, over 260 full-time and 2,800 part-time courses were offered. The work-based learning provision is very small. During 2001/02, there were 23,460 students at the college, of whom 82% were over 19, 70% of minority ethnic origin (compared with 27% for the local communities), 53% of students were female and 70% from widening participation postcodes. Some 18% of students were enrolled on full-time courses, of whom 46% were aged 16 to 18. The college's mission is 'to provide high quality education and training and to promote participation in life long learning'.

### How effective is the college?



Education and training is good on courses in English for speakers of other languages (ESOL). It is satisfactory in 12 areas inspected, but unsatisfactory in engineering.

The college's key strengths and the areas that should be improved are listed below:

### ***Key strengths***

- strong leadership
- well-managed merger process
- wide range of overall provision
- effective strategies for serving diverse local communities
- good partnership arrangements
- good personal support for most students
- good physical resources at the Hammersmith site
- well-developed college intranet
- much good teaching in practical lessons
- good financial management
- improving retention rates
- friendly, ethnically diverse environment
- good courses for ESOL students.

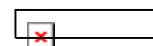
***What should be improved***

- retention and pass rates on some courses
- management and co-ordination of some provision
- teaching and learning on some courses
- take-up of learning support
- support for ESOL students on some mainstream courses
- development of students' key skills
- opportunities for students to undertake work experience
- students' punctuality and attendance on many courses
- guidance of some students on to appropriate courses
- access and facilities in some locations for students with physical disabilities
- standard of accommodation on some sites
- quality assurance

- unsatisfactory provision in engineering.

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

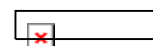


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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 and mathematics	<b>Satisfactory.</b> Teaching is generally good in science, but many mathematics lessons are dull. Good achievement on General Certificate of Education Advanced-level (GCE A-level courses), but low on vocational science courses and some GCE Advanced Subsidiary (AS) courses. More able students are not sufficiently extended. Well-managed provision with good resources for teaching and learning.
Construction	<b>Satisfactory.</b> Teaching in practical sessions is good, but some theory sessions are not effective. Good retention and pass rates in wood occupations and plastering, but low pass rates in plumbing and electrical installation. Good practical skills achieved by learners in workshop sessions. Good support for learners with ESOL or literacy and numeracy needs.
Engineering and manufacturing	<b>Unsatisfactory.</b> Most teaching although satisfactory is unimaginative. Teaching is good on electronics courses. Pass rates are poor on all first diploma courses. Achievements on welding and fabrication courses are good. Students receive good individual support in lessons, but attendance is often poor. The monitoring of students' progress on motor vehicles engineering courses is very weak.
Business and office technology	<b>Satisfactory.</b> Most teaching is good and in particular on level 3 courses. There are good pass rates on courses at levels 1 and 2, improving retention rates on levels 2 and 3, but poor pass rates on Advanced Vocational Certificate of Education (AVCE) courses. Opportunities for work experience and support for students with identified basic skills needs are inadequate. Student attendance and punctuality are unsatisfactory.
Information and communication technology	<b>Satisfactory.</b> Teaching is good in practical lessons. Pass rates for adults on short courses are good and retention rates are generally about the national average. A wide range of courses provides good progression opportunities. Learning support arrangements are poor at one site. The punctuality of students aged 16 to 18 is unsatisfactory.
Catering and hospitality	<b>Satisfactory.</b> Practical teaching is good and students develop highly relevant skills in a well-equipped kitchen. Theory teaching lacks

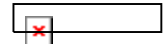
	appropriate variety. Teachers provide effective personal support for students. Pass rates at level 2 are poor, but most other courses have steadily improved to around the national average. The management of the area is ineffective.
Hairdressing and beauty therapy	<b>Satisfactory.</b> There is a good range of flexible programmes. Teaching is mostly good and students develop good practical skills in salons through using modern equipment. Retention rates on the National Vocational Qualification (NVQ) level 2 courses in hairdressing and beauty therapy are unsatisfactory with poor attendance preventing many students from achieving. Support for individual students is inadequate.
Health and social care	<b>Satisfactory.</b> There is much good teaching that embraces equal opportunities issues. Retention rates are mostly satisfactory, but the pass rates on full-time level 2 courses are low. Students on full-time courses benefit from a good level of individual support. There are few enrichment activities or opportunities for students to gain additional qualifications.
Performing arts and media	<b>Satisfactory.</b> Teaching and learning are mostly good or better. Students lack punctuality and attendance is poor. Retention rates are now satisfactory, but pass rates on General National Vocational Qualification (GNVQ) intermediate and national diploma are poor. Specialist accommodation and equipment are good.
Humanities	<b>Satisfactory.</b> Teaching is well planned and is mostly good or better. Most courses have satisfactory or better achievement, but there are low pass rates in General Certificate of Secondary Education (GCSE) subjects and some poor retention rates on other courses. Well-planned assessment is linked to good monitoring of students' progress. Quality assurance arrangements are ineffective.
English and communications	<b>Satisfactory.</b> Most teaching in English as a foreign language (EFL) is good or better, but English teaching often lacks variety. Most retention and pass rates are at, or above, the national averages. Teaching and learning resources for EFL are good. English is poorly co-ordinated across the college.
English for speakers of other languages	<b>Good.</b> Teaching and learning are mostly good or better. Many students achieve their personal goals and progress to other courses. The provision is managed well. There is insufficient attention to individual learning needs of some students.
Literacy and numeracy	<b>Satisfactory.</b> Teaching and learning for adult students are mostly good. Teachers are appropriately qualified and work effectively with students. Individual action plans are not always well used. There is some lateness and poor attendance by some students.
Provision for students with learning difficulties and/or disabilities	<b>Satisfactory.</b> Teaching at two of the college sites is mainly good. There is a very good range of programmes designed to meet the needs and interests of students with learning difficulties and/or disabilities. There is inadequate accommodation at some centres. Poor quality assurance arrangements fail to ensure that all students learn effectively.

#### How well is the college led and managed?



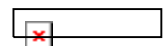
Leadership and management are satisfactory. Governors and senior managers provide strong leadership and strategic direction for the college. The merger process has been managed effectively and college staff are well motivated. The college's strategic planning cycle is clear and understood by most staff. Governors are generally well informed of the college's overall performance. The financial management of the college is good. The deployment of resources is efficient. The new senior management team work well together. There is great variation in the quality of the management at all levels across the college. Communication is generally good and the intranet is well used. However, there is insufficient sharing of good practice. The new quality assurance system is not yet effective. Some course evaluations and reviews are not completed satisfactorily. The monitoring of proposed actions is sometimes poor. Some 60% of teaching is good or better, which is slightly below the national average. Lesson observations are not sufficiently regular or thorough enough to improve teaching and learning. The college is strongly committed to equality of opportunity for students and its staff, but teachers are generally unaware of the implications of the Race Relations Act 2000. The college provides satisfactory value for money.

### **To what extent is the college educationally and socially inclusive?**



The college's response to educational and social inclusion is satisfactory. The college seeks to be inclusive, values diversity and is strongly committed to widening participation. The college actively promotes itself as a 'Global Community'. It offers basic skills, ESOL and information technology (IT) at all of its main centres. There are plans to develop entry and foundation provision further, at every site. It promotes the inclusion of students from a wide range of cultural, minority ethnic and economic backgrounds. Some 60% of the college's students are from minority ethnic backgrounds and some 33% of current student enrolments are on ESOL programmes. The provision of courses for ESOL students is good. There are good strategies to increase participation. These include: extending the already wide provision; prioritising support for students with basic skills and physical and sensory support needs; increasing the availability of financial support; and better analysis of equal opportunities data. The college does not yet have effective arrangements at all sites to ensure that students with basic skills and ESOL needs on mainstream courses receive adequate support or sufficient staff to respond to disability requirements and provide staff training in response to the Race Relations (Amendment) Act.

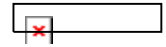
### **How well are students and trainees guided and supported?**



The overall arrangements for student support are satisfactory. The college is developing centrally managed student support services, but currently there is poor management and inadequate support arrangements. Arrangements for pre-entry advice and guidance are generally good. These include lively and good-quality publicity material, open days, the college web site, and 'drop-in' advice. Admissions and guidance have been centrally managed for the first time this year. Admissions procedures are clear and well documented. Well-trained staff carry out student interviews. Initial assessment is mostly effective, but some students are placed on inappropriate courses. Induction is thorough on all courses. A new tutorial system has been established for full-time students, but there are no comprehensive arrangements for part-time students. The college has developed some creative enrichment activities, but the take-up is low. Teaching and learning in additional learning support sessions is good. However, students' take-up of learning support, if they have an identified need, is poor at most sites. Most students feel well supported by staff. Career, welfare and personal support systems are easily accessible. The advice and guidance services are well used.



## 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***

- tutors' enthusiasm, approachability and support
- mostly good teaching
- celebrations reflecting the ethnic diversity of college
- access to public transport
- good security
- courses that meet their needs
- marking of work with constructive feedback
- progression opportunities
- information in different languages
- community venues
- approachable senior managers

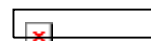
- arrangements for student representation.

***What they feel could be improved***

- attitudes of some students towards females and those with learning difficulties and/or disabilities
- recreational facilities at the Ealing site
- outdated books in library
- punctuality of teachers
- some boring teaching
- lack of private study space at the Ealing site
- IT resources at the Ealing site
- canteen food
- childcare facilities
- timing of some courses
- size of classrooms for large groups

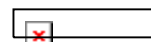
- access to libraries during holidays
- more relevant enrichment activities.

### Other information

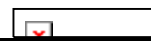


The college inspection report will normally be published 12 working weeks after the formal feedback to the college. Once published, the college has two months in which to prepare its post inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must 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 local LSC 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. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provisions, work-based learning and/or leadership and management.

### 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	54	36	10
19+ and WBL*	65	31	4
Learning 16-18	50	40	10
19+ and WBL*	58	36	6

*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

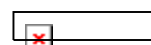


1. The data for retention and pass rates used for the inspection were developed from the data provided by the two pre-merged colleges. It shows that overall, pass rates for the period 1998/99 to 2000/01 improved and, in 2000/01, the overall pass rates at most levels were close to, or above, the national averages. However, pass rates for many qualifications for the previous two years were unsatisfactory. On level 1 courses, overall pass rates for students aged 16 to 18 improved to above the national average in 2001, and for adults the overall pass rates at level 1 were close to the national average. On level 2 courses, the overall pass rates for students aged 16 to 18 and adults improved, but remained below the national averages in 2001. On level 3 courses, the overall pass rates for students aged 16 to 18 have been above the national averages for the period 1998/99 to 2000/01. The overall pass rates for adults have also improved, and, in 2000/01, were broadly in line with the national averages. At the time of the inspection, the pass rates for all qualifications taken in 2001/02 were incomplete, preventing an overall analysis for the year prior to inspection.

2. Overall retention data provided by the college for students expected to complete their qualifications in 2001/02 show an overall improvement in retention rates compared to the previous year. Between 1999/2000 and 2000/01, the overall retention rates for students aged 16 to 18 on level 1 and level 3 courses improved significantly and were close to the 2000/01 national averages. The overall retention rate for students aged 16 to 18 at level 2 declined in 2000/01 to below the national average, although they showed a slight improvement in 2001/02. The overall retention rates for adults declined between 1998/99 and 2000/01, and in 2000/01 were below the national averages at levels 1, 2 and 3. Data provided by the college for those adult students expected to complete their courses in 2001/02 show significant improvement in the overall retention rates at levels 1, 2 and 3. Overall attendance in lessons during the inspection was low at 72%. The attendance of students aged 16 to 18 is slightly better than that for adults. The college recognises that there are inadequate procedures for monitoring and following up absence from lessons, and it is developing systems to address this weakness.

3. Key skills qualifications are currently offered to 2,370 students aged 16 to 18. A further 330 adult students, who are studying on appropriate full-time courses, are also able to take them. A total of 1,396 students aged 16 to 18 in 2000/01 started a key skills qualification. Retention rates were high at 87%, compared to the national average of 76%. However, pass rates were low, at 24%. The main reason for this poor achievement was inadequate portfolio development for most students, although pass rates in the external tests were generally high.

## Quality of education and training



4. Between 1998/99 and 2000/01, the overall pass rates of students aged 16 to 18 on two-year GCE A-level courses were good. Most were between 12 and 14 percentage points above the national averages. However, the overall retention rates were low. The overall pass and retention rates on GCE AS courses have declined, and were 69% and 79%, respectively. Overall pass and retention rates on GCE A-level courses were good at 91% and 92%, respectively. On GNVQ courses, the overall retention rates for students aged 16 to 18 on level 1 and level 2 courses have remained close to the national averages for the period 1999 to 2002, and improved significantly at level 3, being above the national average in 2001/02. The overall pass rates for students aged 16 to 18 on GNVQ foundation level courses over the period 1998 to 2002 improved significantly, and in 2002 were good at 83%. However, although the overall pass rates on GNVQ intermediate level courses improved between 1999 and 2001, and were close to the national averages, they declined considerably to 49% in 2002. On the advanced GNVQ/AVCE courses, the overall retention rates improved significantly between 1999 and 2002, reaching 81% in the latter year. However, overall pass rates fell during the same period, and were unsatisfactory for the last two years. The retention rates of students aged 16 to 18 on other courses exceeding 24 weeks are satisfactory to good, but the

GCSE courses have improved, although in 2002, these remain below the national averages. There are no effective systems for analysing the grades achieved by students completing GCE AS and A-level qualifications and comparing these to the qualifications at entry to their courses. Insufficient use is made of the comparative data that is available in quality reviews. Students aged 16 to 18 generally progress at a satisfactory rate. However, in some lessons, students do not achieve the standards expected of them. In 18% of the 120 lessons observed where the number of students aged 16 to 18 predominated, overall progress was judged to be less than satisfactory.

5. Since August 2000, 55 trainees started foundation and advanced modern apprenticeship programmes in construction, accountancy, catering and hairdressing. Of these, eight trainees were following advanced construction programmes. At the time of the inspection, 38 learners were continuing with their training. Overall, retention rates are satisfactory. However, many foundation trainees have made slow progress in achieving the framework, and only three of those who started their programmes since August 2000 have achieved the full framework. On the advanced programme, although now discontinued, pass rates were good, at 88%.

6. Many adult students study for ESOL, NVQ qualifications and other vocational qualifications. The overall pass rates on NVQ courses at levels 1, 2 and 3 have improved over the period 1999 to 2001 and are broadly in line with the national averages. Overall retention rates on NVQ courses are good, and are close to the national averages at levels 2 and 3. The retention rates of adults studying other vocational qualifications at level 1 declined between 1999 and 2001 to slightly below the national average. During the same period, overall pass rates improved considerably, from an unsatisfactory level to the national average. Overall retention and pass rates on other vocational level 2 and level 3 courses are close to the national averages. Many adult students study for GCSE qualifications. Although overall retention rates have improved on these courses to close to the national average, the overall pass rates remain poor. Often considerably below the national average over the three-year period. In lessons where adult students predominate, the standards achieved by them are generally good.

7. Teaching, learning and attainment were graded by inspectors in 285 lessons. Teaching was good or better in 60% of lessons, satisfactory in 34% and less than satisfactory in 6%. This is slightly lower than the national average at 63%, awarded in general FE colleges, for good or better lessons. Some 55% of the learning grades were good or better, 6% below the national average. However, although not directly comparable, the general standard of teaching and learning has improved since the merged colleges were individually inspected by the FEFC in 1999. Teaching and learning were better for adult groups than for students aged 16 to 18. For mainly adult groups, in 65% of lessons teaching was good or better, compared with 54% for the 16 to 18 age-group. Students studying at entry level receive better teaching than at level 1 and 2. Both teaching and learning are significantly better on GCE A-level courses than AVCE courses where 24 % of lessons were unsatisfactory. Teaching and learning are particularly good on programmes leading to Business Technology Education Council (BTEC) qualifications and on a wide range of other nationally recognised qualifications. The weakest teaching was on NVQ programmes at levels 1 and 3 and GCSE courses.

8. The best teaching is on ESOL, performing arts and media and literacy and numeracy courses. Much of the teaching on EFL programmes is good or outstanding. The teaching in practical lessons in hairdressing, construction and performing arts is good. Only 23% of lessons in engineering were graded good or better. The highest percentage of unsatisfactory lessons was on courses for students with learning difficulties and/or disabilities, at 13%.

9. In the best lessons, teachers use a range of appropriate teaching methods. They provide students with constructive feedback in the classroom and actively encourage participation. The lessons are well planned and the intended outcomes of the lessons are made clear. Teachers take account of the differing skills and abilities of students and regularly check students' progress to ensure that everyone is learning effectively. Teachers are generally supportive of students. Many develop learning environments that celebrate the diversity of students' backgrounds. Teachers use appropriate resources, clearly written worksheets and relevant textbooks. In many lessons, students make good progress towards their learning goals and produce work at an appropriate standard.

10. In the less effective lessons, teachers fail to plan properly and do not take into account the prior

experience and knowledge of students. In these lessons, teachers often give lengthy presentations, spend too much time dictating notes, and allow insufficient time to check whether learning had taken place. In some lessons, the learning needs of individual students are not adequately met. Teachers provide insufficient stimulus for the most able and often leave the least able confused. Students studying on mainstream courses, who have English as a second language, sometimes receive insufficient support in the classroom and struggle to keep up. In a number of curriculum areas, teachers make insufficient use of ICT to enliven teaching and learning. On many courses student lateness and absenteeism are commonplace. This hinders progress, effects class discipline and disrupts other students working on set tasks.

11. The college employs approximately 350 full-time teachers and over 300 hourly paid and agency teachers. Since the merger, managers of the new college have implemented strategies to reduce the reliance on part-time agency teachers, and recruit additional full-time teachers. Part-time, hourly paid teachers are well supported by the college. For example, part-time teachers are paid to attend team meetings at least once each term, are allocated desks, e-mail addresses and are invited to staff development events. A few part-time teachers make effective use of the college's staff intranet whilst away from the college to update schemes of work and learning materials. At the college's largest site, the ethnicity make-up of the staff reflects the local community, but this is not yet true at other sites. Most full-time teachers have an appropriate teaching qualification, and many are adequately qualified and experienced in their subjects. However, some business and engineering teachers lack recent industrial and commercial experience.

12. Following the merger, staff development has focused on four priorities; management development; improving teaching standards; information and learning technology (ILT) for teachers; and helping teachers to gain a full teaching qualifications. The staff development programme is clearly linked to the college's strategic objectives and is mostly effective. Since the merger, a teacher development unit has been established, and the 'teaching for achievement' programme formerly only run at the largest site, has been revised to include all staff. It is too early to assess the effect of the programme on students' achievements. At one site, there has been an effective programme of ILT training for teachers. Most students on this programme completed at level 1 and 40% have progressed to level 2. The programme is now offered to all teachers through the college's intranet.

13. At the time of the inspection, the main college accommodation was located at five centres in the London boroughs of Hammersmith and Fulham, and Ealing. A comprehensive accommodation strategy review has led to an ambitious refurbishment and redevelopment programme planned for completion in 2004/05. This programme aims to improve and rationalise the accommodation at one site, redevelop and refurbish two other sites and dispose of some buildings. A new sixth form centre is to be established at the Southall centre. The redevelopment and refurbishment programme is carefully linked to curriculum planning. Plans address the current restricted access for students with physical disabilities at some sites.

14. The college's largest site provides good-quality accommodation and facilities for students. Improvements made since the last inspection have been carefully planned and implemented. Students' facilities include a spacious well-equipped learning resource centre, a gymnasium and outdoor tennis courts, common room and refectory, and a crèche with 30 places. The information centre is well used and easily accessible from the main road. It is well resourced with staff and computers and deals with inquiries and course admissions. The site is accessible to students with physical mobility difficulties. The Lime Grove site, primarily used for construction courses, has insufficient specialist resources to meet student demand. Access for students with physical disabilities at this site is poor. The college is planning to relocate the construction provision to another centre. In the summer of 2002, a serious fire resulted in damage to the Ealing Green site. As a result, some classrooms and student services accommodation were transferred to other parts of the site. However, the standard of some of the existing accommodation is poor and students' facilities are restricted. Students are only able to use the computer centre during a five-hour period each day. There are no refectory or crèche facilities. At the Southall site, the accommodation is of mixed quality and some is poor. Here, the facilities for students with physical disabilities are unsatisfactory. At the Acton site, much of the accommodation is of a satisfactory standard, but significantly under used. The accommodation strategy includes the development of this site into a technology centre.

15. The ratio of full-time equivalent students to computers over the college as a whole is good. The college's computer network covers all sites. Students are able to access the Internet, and the learning resources on the students' college intranet are being developed further. Currently, students can access the schemes of work for their courses. Many subject areas now have links to web-based learning materials developed by the college. The network provides an intranet for college staff. However, some staff are not fully aware of how to access the range of materials available.

16. The college's student charter makes a clear commitment to students that staff will regularly set and mark work appropriately. However, the college does not have an overarching strategy to ensure that this happens. Each site and curriculum area has a different approach to assessing and monitoring students' progress. For most students, assignments are well planned with clear assessment criteria. Students know what is required of them and marking is fair and constructive. On many GCE AS courses, homework is regularly set, although there is no general homework policy. On other courses, the standard of marking is poor and teachers rarely check students' work. Written comments are not helpful and do not enable students to gain a better understanding of how to correct their mistakes. Assessment activities and the monitoring of student targets are not always effectively linked. Full-time students complete an initial assessment at the start of their course and this is used in drawing up individual action plans. In most instances this process is thorough. However, it does not prevent some students being placed on the wrong level course for their ability. In September 2002, the college introduced a common procedure. It seeks to link the development of individual learning plans more closely with ongoing assessment and monitoring. It is too early to judge the effectiveness of this approach.

17. Internal verification practice is mostly good and thorough. External verifier reports are generally very positive. The college principal systematically reviews these reports and comments, where appropriate. Some curriculum areas have designed their own internal verification system even though it is not an external requirement. There are some good examples of cross-marking and standardisation of grading. Different parts of the college have developed and are following their own procedures. There has been little sharing of good practice. The college plans to develop a standard policy and set of guidelines for internal verification by March 2003. At the college's largest site, there is a parents or guardian evening in November every year. At the event, subject teachers are available to comment on individual students' progress. At the other sites, there are no such evenings. The exception is for GCE AS and A-level students where parents or guardian evenings and the sending home of progress reports are well established. Generally, parents or guardians of students' aged 16 to 18 do not routinely receive reports from the college on progress. Tutors regularly monitor students' attendance, punctuality and performance and contact parents or guardians if there is a concern. There is no standard approach for giving employers feedback on their employees' progress. However, there is some good practice, for example, in construction.

18. The college provides a wide range of courses for students aged 16 to 18. There are courses at GCE AS and A-level, a broad range of vocational courses, many ESOL courses and a small range of GCSE courses. In most areas of the college, the courses are provided at a range of levels to meet the widely different levels of ability of students. In just one or two areas, however, there are insufficient courses at level 3, and students who wish to progress to study beyond level 2 have to leave the college. The college also runs some private training courses for local businesses, which are mainly self-financing. Work-based learning provision is very small. There are many courses for adults that run at different times of the day. Some are offered on Saturdays to suit students' domestic needs and other circumstances. They are provided at many community sites as well as at the college's main sites. This enables those unable to attend a main site to pursue their studies. The college has five main sites, and the pattern of provision is designed to prevent students having to travel from one site to another to complete their programmes. The college also offers courses that students can follow at a distance, without necessarily having to attend colleges. Most students are on appropriate courses and many progress to higher levels of study. There is a good progression rate of students going on to higher education (HE) or employment. In some curriculum areas, there are insufficient opportunities for students to have work experience. Insufficient help is given to some students with learning needs on mainstream courses. Students' key skills are not developed well. The college recognises that its strategy for developing students' key skills is inadequate and improvements are planned.

19. The college has established many partnership arrangements with a broad range of employers in the private and public sectors, and with community organisations. Some of the contacts with employers are proving very constructive. For example, construction employers have been involved in developing qualifications for the cladding industry that will soon be piloted by the college. Other employers provide work experience for college students. The college's links with external organisations also help to enhance students' learning. For example, employers often judge competitions, which form part of students' courses; they provide speakers on relevant topics, help with external visits for students to see 'real-life' situations related to their studies, and some assist teachers in developing work-related assignments.

20. The college is currently developing a new centrally managed student and learning support service. The aim of the new service is to maintain college standards, but take account of specific local needs. As a result, many developments are relatively new. Currently, there are weaknesses in the management, co-ordination and quality of cross-college support arrangements. Pre-entry advice and guidance are mostly effective. The college has developed lively and good-quality publicity material, open days, the college web site, and drop-in advice sessions. The course information and central admission service has been established at the Hammersmith site and offers a whole-college service. All admissions and guidance have been centrally managed from this unit for the first time this year. The unit is well-positioned, open 11 hours a day and provides a comfortable and friendly atmosphere. Similar units are to be set up on all sites. The college has received external accreditation for its advice and guidance services. Admission procedures are clear and well documented. The call centre effectively manages enquiries and all aspects of the application process. Well-trained staff carry out student interviews. Initial assessment for students planning to study on entry level, basic skills, ESOL, provision for students with learning difficulties and/or disabilities and foundation courses, takes place during enrolment. Students on full-time courses are assessed during induction. There are some inadequacies in the assessment processes that have led to some students being placed on inappropriate courses.

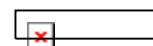
21. Thorough induction takes place on all courses. Students value the process; they report that it helps them to settle quickly into college life. A comprehensive, cross-college tutorial system has been developed to support full-time students. The new system is not yet established at all sites. Full-time students are allocated a course tutor and there are weekly group tutorial sessions. Student reviews are based on individual learning plans. However, many plans are too general and do not adequately identify short-term targets and issues relating to student performance. Systems for monitoring attendance and punctuality are ineffective. The college is putting into place new arrangements to bring about improvements. Most students feel that they are well supported by teachers. Group tutorials are generally considered informative and help students to take responsibility for their own learning. There is currently inadequate tutorial provision for part-time students. Full-time students are required to undertake at least 25 hours of enrichment activities a year. Students who participate are rewarded with a college enrichment certificate. The college has developed some creative enrichment activities aimed at developing both students and staff awareness of the college as a 'Global Community'. The programme includes human rights, fair trade, the global and local environment, and sustainability. Some students, as a result of the programme, have volunteered for community activities and a range of ethnic diversity events. Additional enrichment activities include recreational, sport and work-related activities. However, the take-up of enrichment activities is low. Many students seem unclear about what the enrichment programme has to offer them and programmes vary considerably across the sites.

22. Learning support is good for students who receive it. Most teaching in additional learning support sessions which includes literacy, numeracy, language and dyslexia support, is good. Specialist help is also available for students with hearing, visual and/or physical impairment. However, there are different arrangements at the different sites for providing this support. At the Hammersmith site, students are mostly supported in their lessons, whilst at other centres, students are withdrawn to be helped individually or in a workshop. A large number of students who are identified as in need of learning support do not receive help. For example, only 25% of students identified with basic skills needs, not based at the college's main site, receive the support they need. The Ealing site does not have sufficient staff or accommodation to provide an adequate service. Rooms used to support students are sometimes too small and are not close to a confidential space. In 2001/02, the overall average attendance by students attending learning support was low, at 60%.



23. Most students feel well supported by a good range of career, welfare, counselling and student liaison support services. There is student union and youth worker support. The advice service is well used. The counselling service is good, although a relatively small number of students use it. At one centre, there is a very close correlation between good retention and pass rates and the availability of financial support.

## Leadership and management



24. Leadership and management of the college are satisfactory. Governors and senior managers provide strong leadership and strategic direction for the college. They have been particularly effective in managing the merger of two FE colleges to form the newly constituted Ealing, Hammersmith and West London College. Governors have used their broad expertise in many ways, including overseeing plans and bids for some ambitious capital building projects. Governors and senior managers have agreed that each of the four constituent college sites, at Acton, Hammersmith, Ealing and Southall, should operate as part of a confederation; each site providing courses that meet local needs and developing a unique ethos, if this is complementary to the college's overall mission and strategic aims and objectives. To support these developments each centre has set up a community council, chaired by a member of the corporation. In time, key members of the local and business community will be encouraged to join. The aim is to ensure that curriculum development takes into account local needs. All the new boards have met at least once. It is too early to judge their effectiveness. However, the Southall Community Council has approved both the new accommodation and curriculum strategies for the site. The new senior management team is large and governors were involved in making appointments. Senior managers, though new to post, work well as a management team. It is too soon to gauge their effectiveness in helping the college to raise standards.

25. The college's strategic planning cycle is clear and is generally understood by most staff. The strategic plan informs and is influenced by the college's academic planning activities. These include target setting, the course evaluation and review process, and compiling the college's self-assessment. Governors are appropriately involved in the strategic planning process. A challenging strategic plan and annual development plan have been devised. Governors receive reports on the academic performance of the college. Some governors take part in the review of the work and performance of the academic divisions. They are well informed of the college's overall performance in relation to student retention and pass rates. The corporation receives regular updates on the progress made towards achieving enrolment targets and the annual strategic objectives. They monitor the college's financial position closely.

26. Communication in the college is good. Each centre has a college director who is a member of the senior management team. College directors hold regular meetings with divisional managers to ensure that key messages and decisions are shared. They in turn are responsible for informing their staff. College directors regularly attend divisional meetings to hear staff views. There are cross-college committees for all provision offered at more than one location. All key policies, committee terms of reference, membership and minutes, and the college news bulletin are on the college's intranet. At some community-based provision, staff cannot access the intranet and at these sites staff have to rely on other means of communication. Although staff are fully aware of the information available on the college's intranet, some of them do not use it.

27. The merger process has been well managed. Staff are regaining a sense of purpose and cohesion after a period of significant change. However, the management of academic divisions is not fully effective across the different college sites. For example, weak course design and ineffective timetabling at the Hammersmith site resulted in catering students being subjected to long theory lessons after an intensive practical lesson. In other instances, rooms have been used inappropriately for large classes, and inadequate action has been taken over long-term illness or vacant teaching posts. There is insufficient sharing of good practice. In some cases, the newness of the

management structure has resulted in staff not being clear about their new roles and responsibilities. Aspects of the management of provision in, for example, English, business, visual and performing arts and media, and more generally work-based learning, are unsatisfactory. The thoroughness of monitoring of actions meant to secure improvements varies significantly. These weaknesses affect the quality of teaching and learning. Managers across the college do not consistently give sufficient attention to students' absence or measures to improve their punctuality. The average rate of student attendance in lessons observed during the inspection was low, at only 71%. There are many areas of study in which students' absence is unacceptably high.

28. As a result of careful moderation by senior managers, the grades awarded by the college in its self-assessment report used for the inspection were similar to those awarded by inspectors. The college recently reviewed its quality assurance arrangements in the light of the merger. A revised system is being introduced across the college. A director of inspection and audit has been appointed recently. The role is to ensure consistency in implementing the system. The timetable of quality assurance activities has been thought through carefully. It has well-defined links to the college's academic planning, course evaluation and review, self-assessment and strategic and operational planning processes and to surveys of students' views. The documentation for the system is clear, but it is too early to judge its effectiveness. Students complete questionnaires and the findings are collated and returned to tutors. However, students are not always given an opportunity to discuss the results. Course evaluations and reviews are completed satisfactorily by most teams, but some are poor. Many action plans resulting from the reviews are insufficiently well considered. The contents are vague and do not identify how teams will achieve the necessary improvements in, for example, pass or retention rates. The monitoring of agreed actions varies in thoroughness across the teams and divisions. The senior management team set targets at the college and divisional levels and teams set individual course targets. However, the higher level targets do not necessarily reflect the agreed aggregated course targets. Teachers do not understand fully the relationship between the divisional and course targets. They have not received staff development to help them set realistic improvement targets or devise appropriate action plans to ensure that they are achieved.

29. The college assesses the quality of its teaching through its lesson observation scheme. The scheme was intended to involve only full-time teachers, but from September 2002 it will also include part-time teachers. Sometimes teachers are given notice of the lessons to be observed. Some teams and divisions have additional observation arrangements of their own. There has been no overall analysis of lesson observation grades by course, and there is no overall profile of grades awarded. The college has plans to address this. One of the aims of the lesson observation scheme is to link outcomes from an observation to the annual staff appraisal. However, observations are only planned on a two-year cycle and the college observation team has not observed some teachers at all. The college recognises the deficiencies in the current arrangements. Plans are in hand to make the process more thorough. There are no plans, however, to ensure that all teachers are observed formally each year.

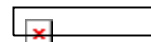
30. The college strongly promotes equality of opportunity across its provision for both students and staff. Changes made to its equal opportunities policy in the light of the amendment to the Race Relations Act 2000 were approved by governors. The policy is now on the college's intranet. However, teachers are generally unaware of the amendments or the implications for them when planning their teaching. The college records and monitors data on student ethnicity and gender, retention and pass rates, but they are not effectively used in curriculum planning or lesson design. The college acknowledges the need to publish a fuller policy with an implementation plan. There is an equal opportunities committee, which meets regularly, but there is no formal arrangement for evaluating the effectiveness of the policy. From 2002/03, an annual report on equal opportunities and race relations that covers both staff and students will be produced for and discussed by the corporation. The financial management of the college is good. The deployment of resources is efficient. Courses with low numbers and poor retention rates are reviewed regularly. Small groups are sometimes allowed to continue if the overall revenue earned by a division can sustain the loss. Teachers' workloads are efficiently managed. The college provides satisfactory value for money.

## **Part C: Curriculum and occupational areas**



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## Science and mathematics



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

### **Strengths**

- good retention and pass rates on GCE A-level courses
- effective individual support for students through additional workshops
- well-designed and well-equipped science laboratories
- good student progression to HE
- very effective technician support in science.

### **Weaknesses**

- insufficient use of ICT by students in mathematics and science lessons
- much uninspiring teaching in mathematics
- insufficiently demanding work in lessons for higher ability students
- poor attendance
- few evaluative comments on marked work.

### **Scope of provision**

31. The college provides a wide range of science and mathematics courses. GCE AS and A-level courses are offered in biology, human biology, chemistry, physics and mathematics at two of the sites. GCSE courses in biology, chemistry and physics are only offered at one site. GCSE mathematics is provided at most sites as day and evening provision. The college's largest site also offers courses that lead to qualifications in GNVQ intermediate science, AVCE science, access to HE in science and the national diploma in anatomy and physiology. In addition, the college offers first and national diplomas in sports science. The number of students enrolling on science and mathematics courses has increased in the last two years. There are 3,200 students on science, mathematics and sport courses. Some 1,700 are adults and 1,500 are aged 16 to 18. The majority of the students enrol on level 2 courses, with approximately 25% taking level 3 qualifications.

### **Achievement and standards**

32. Most GCE A-level courses have good pass and retention rates. They are high in chemistry, human biology, physics and mathematics. For example, GCE A-level human biology had pass rates above the national average for three years, and in 2001/02, the pass rates for GCE A-level chemistry and physics were 94% and 96%, respectively. Pass rates for GCE AS subjects in 2001/02 were low, particularly in mathematics, human biology and physics, at 57%, 58% and 60%, respectively. The retention rate and A\* to C grade pass rates for GCSE mathematics and science subjects are comparable to national averages. The pass rate for GCSE physics is significantly higher at 67%. The retention rate in 2001/02, on the AVCE science course, was high at 94%, but the pass rate has declined over the previous three years and was low at 55%, in 2001/02. GNVQ intermediate science retention rates have declined from satisfactory levels to 68% in 2001/02. The national diploma in sports science had good retention and pass rates in 2001/02.

33. Progression rates to HE are high. For example, in 2000/01, 86% of advanced level students who took at least one science or mathematics course at a main site, went on to HE. Many students' progress to appropriate higher level courses. For example, around 250 level 2 science and mathematics students completing in 2000/01 progressed to level 3 courses at the college. The standard of students' written work is satisfactory and students are mostly keen and enthusiastic to learn. Students' attendance was low at 71%. In about a third of the lessons observed by inspectors, student attendance at lessons was less than 60%.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
GCSE mathematics	2	No. of starts	243	396	510
		% retention	66	68	71
		% pass rate	*	*	38
GCSE biology	2	No. of starts	**	30	38
		% retention	**	62	74
		% pass rate	**	*	32
GCE A-level chemistry	3	No. of starts	100	93	65
		% retention	58	61	83
		% pass rate	93	86	94
GCE A-level mathematics	3	No. of starts	147	150	66
		% retention	38	43	74
		% pass rate	64	73	79

National diploma in sports science	3	No. of starts	**	**	15
		% retention	**	**	92
		% pass rate	**	**	96
AVCE science	3	No. of starts	32	15	30
		% retention	75	67	94
		% pass rate	75	60	55

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

- *unreliable*
- *course not running*

### **Quality of education and training**

34. Most lessons are well planned and logically structured. In science lessons, a wide range of activities are effectively used to maintain students' enthusiasm and interest. For instance, in a physics lesson, the teacher used ICT software effectively to demonstrate virtual experiments related to electricity. The students found this stimulating and as a result were able to make accurate predictions about the relationship between resistance and voltage. Students receive good support from their teachers in lessons and at workshops. For example, at the largest site, AVCE science students can carry on with practical work and complete assignments during timetabled workshops. At the other main site, there are extra lessons to help science students with mathematics. Although teachers use IT effectively as an aid to presentation, there is insufficient use of IT by students to aid learning.

35. Mathematics teaching is generally satisfactory, but too many lessons are uninspiring. For example, in a GCE AS mathematics lesson on calculus, students struggled to understand the relationship between curves and mathematical equations. The teacher persisted with drawing curves on the board even though graphical software was available in the room for students' use. In some lessons, teachers fail to set students of higher ability more demanding work. In an access to HE lesson, students with good mathematical skills were left with nothing to do once they completed a set of simple problems. This pattern was repeated for most of the lesson. Key skills are not integrated with lessons.

36. Sports science and science laboratories are attractive and well-designed places for learning. Bright posters and students' work decorates the walls and the corridors outside. Students work effectively at both practical work and during theory lessons. Teachers are well qualified and experienced. They have up-to-date subject knowledge and produce good printed learning materials that help students to learn. Technicians are very effective in supporting teaching staff and students. They provide help for the students during lessons and have contributed to ICT developments over the past three years. Health and safety procedures are good and effectively monitored. Students benefit from well-stocked learning resource centres, with up-to-date books, periodicals and CD-ROMs. Teaching rooms at the college's largest site have sufficient computers for the students to use. However, at another site there are no computers available for students to use during mathematics lessons.

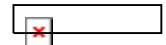
37. Teachers mostly assess students' work accurately. Homework is set regularly and returned promptly. However, some marked work does not contain evaluative comments to enable students to understand their mistakes and improve standards. Internal verification works effectively on

vocational courses. Students and staff are from a wide diversity of backgrounds. Teachers demonstrate a clear commitment to social equality. There are no arrangements for students on AVCE and GNVQ intermediate science courses to undertake work experience. This limits students' understanding of their studies within the context of work. There are insufficient enrichment activities to broaden the experience of students in science and mathematics. Support for students is satisfactory. Students are effectively prepared for HE and employment through the tutorial system. They speak highly of tutorial sessions. There is less support for part-time students. The approach used to set targets for students is inconsistently applied. Some students are not set demanding or realistic targets. Students whose first language is not English get insufficient support in lessons. Monitoring arrangements for student attendance and punctuality are not effective.

### ***Leadership and management***

38. The science and mathematics provision is managed effectively. Divisional managers work well with their teams and quality assurance procedures are improving at course team level. Course reviews and self-assessment reports are evaluative and self-critical. They focus on measures to improve teaching and learning and students' achievement. However, there is insufficient sharing of good practice between staff at the two sites. Data on students' achievements as compared with their previous attainment are not being used effectively to evaluate the performance of students or individual subjects.

### **Construction**



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

#### ***Strengths***

- good retention and pass rates on wood occupations and plastering courses
- high standard of students' practical skills
- good support for students with additional learning needs
- effective development of IT skills.

#### ***Weaknesses***

- low pass rates on plumbing and electrical installation courses
- insufficient resources to meet the demand for courses

- insufficient attention in lessons to the wide range of student ability
- weak monitoring of students' progress at one centre.

### ***Scope of provision***

39. A broad range of courses in the construction crafts is offered at the college's two specialist centres. Courses are available from entry level to NVQ level 3. Specialist courses include plastering and wall and floor tiling. For students whose first language is not English, there are specially designed electrical installation and plumbing courses. Students attend full-time courses or part time during the day or the evening. Courses are often arranged to enable those students who work shifts to attend at convenient times. In 2001/02, the college enrolled 1,039 students, of whom 556 attended full time and 483 were attending part time. Some 68% of students were adults.

### ***Achievement and standards***

40. On the part-time level 1 electrical installation and plumbing courses, pass rates have been consistently below the national averages for the last three years. In 2001/02, of the 67 students completing the NVQ level 2 plumbing course, only 10 achieved the qualification. In contrast, the retention and pass rates on courses in plastering and wood occupations have been significantly above the national averages for the last three years. Retention rates are good on most construction courses.

41. Students achieve a high standard of practical work and demonstrate a good understanding of theoretical principles. For example, students on an electrical installation course, who had been attending the college for six weeks, demonstrated a high standard of work when installing lighting and switching cable. They used accurate diagrams produced in theory lessons to help them in their practical work. On plumbing courses, students correctly measure and skilfully install pipe work. Most students' portfolios are of a good standard. Many make good use of word processing facilities to present their written evidence.

### ***A sample of retention and pass rates in construction, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
NVQ wood occupation	2	No. of starts	70	14	60
		% retention	83	67	78
		% pass rate	62	69	96
City and Guilds 2360 part 1 electrical installation	2	No. of starts	70	103	105
		% retention	82	62	71
		% pass rate	62	39	50
NVQ plastering	2	No. of starts	31	25	51
		% retention	84	88	86
		% pass rate	81	68	80
NVQ plumbing	2	No. of starts	65	142	87
		% retention	57	45	60

		% pass rate	30	16	0
NVQ level 2 brickwork	2	No. of starts	25	28	38
		% retention	84	57	68
		% pass rate	43	19	47
NVQ wood occupations	3	No. of starts	23	26	22
		% retention	96	77	82
		% pass rate	64	95	94

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

### **Quality of education and training**

42. Some 60% of teaching was good or better and only one lesson was unsatisfactory. Teaching in practical lessons is good. Teachers made effective use of their industrial experience by making practical examples relevant to current workplace practice. Health and safety are given appropriate prominence in lessons. Students are encouraged to research information from the Health and Safety Executive web site. Some teachers use technical terms to relate effectively theory teaching to practice. In some lessons, teachers pay insufficient attention to the wide range of students' abilities. For example, in one lesson, some students completed set tasks very quickly, while others struggled. The teacher gave good support to the less able students, but those who had completed the task quickly had little else to do for the remainder of the lesson. In a few lessons, the teacher talked too much from the front of the class and failed to engage the students' attention. For example, in a plumbing theory lesson on the fundamentals of expansion, most students just sat passively throughout and did not contribute at all.

43. There is insufficient workshop space at the largest specialist centre. The building is listed and this has restricted the college's plans to expand and adapt. At the other centre, there is a spacious brickwork practical facility, but the electrical installation practical workshop is too small with inadequate storage space. There are insufficient numbers of teachers to meet the demand for construction courses and a large number of applicants on waiting lists. At the time of the inspection, the gas assessment centre was closed, adversely effecting the achievement of many level 3 plumbing students.

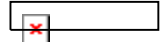
44. Students benefit from working with industrial standard tools, equipment and consumable materials. Students are able to access IT equipment easily. Teachers have developed imaginative IT-based assignments that help students to develop their IT skills whilst working towards a vocational qualification. The monitoring of students' progress and the provision of tutorials are weak at the smaller centre. Learning plans are infrequently updated and review and action planning are poor. Students with additional learning needs are well supported. Additional learning support teachers and vocational teachers work together effectively, carefully monitoring students' progress. Additional learning support is mainly provided through separate timetabled lessons. This sometimes disrupts students' attendance at their normal lessons.

### **Leadership and management**

45. The leadership and management of construction are satisfactory. The self-assessment report identified the different practices across sites. Staff have worked well together to improve overall consistency. However, course reviews have not until recently been effective in addressing poor achievement. Many students have failed to achieve their targets or have made slow progress. Recent initiatives, including the development of courses for speakers of other languages and lower level programmes, are proving to be effective in improving pass rates. Students' views are discussed at management meetings, with development plans fed back to students. Improvements have been noted in many areas as a result of students' feedback. Promotion of the modern apprenticeship scheme is inadequate. School links are effective. Of a group of seven pupils attending from one school last year, five have now enrolled on a full-time brickwork course.



## Engineering and manufacturing



Overall provision in this area is **unsatisfactory (grade 4)**

### ***Strengths***

- good pass rates on welding and fabrication courses
- good individual support by tutors during lessons
- effective learning in many electronic engineering lessons.

### ***Weaknesses***

- much unimaginative teaching
- weak monitoring of students' progress in motor vehicle engineering
- insufficient professional updating for teachers
- poor pass rates on the first diploma in engineering and motor vehicle progression courses in 2001/02
- poor attendance at lessons.

### ***Scope of provision***

46. The college offers a range of engineering courses in electronic engineering, motor vehicle engineering, general engineering and welding and fabrication. Courses extend from level 1 to level 3 and progression routes are clearly defined. At the time of the inspection, 345 students were enrolled on part-time and full-time courses in engineering. The majority of students enrolled on the level 1 motor vehicle courses also study for qualifications in welding and fabrication. Most students are male and some 6% are female. The recent organisational restructuring of the merged college resulted in

all the engineering provision of the two former colleges being relocated to the college's main vocational centre at Hammersmith. Some courses have been discontinued, but many have been replaced by equivalent alternatives.

### ***Achievement and standards***

47. Retention rates have been consistently poor on basic motor vehicle engineering and welding and fabrication courses. However, many asylum seekers were enrolled on these courses and were unable to complete their programmes due to relocation. Of those students completing the welding and fabrication course, a high percentage achieve the qualification. The retention rates on the first diploma course have declined over the last three years and were poor in 2001/02. The pass rates for two of the three years have been unsatisfactory. Similarly, the pass rates on the motor vehicle progression award have been unsatisfactory for two of the three years between 2000 and 2002. The attendance of students at some lessons is poor, and the overall attendance in the lessons observed was low at 65%. Inspectors noted that attendance was higher in those lessons where teaching was judged to be good or better.

### ***A sample of retention and pass rates in engineering and manufacturing, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
City and guilds 3992 basic motor vehicle maintenance	1	No. of starts	31	49	42
		% retention	52	53	52
		% pass rate	81	85	78
City and Guilds 6956 motor vehicle progression award	1	No. of starts	20	19	46
		% retention	55	84	72
		% pass rate	25	82	58
Welding and fabrication qualifications	1	No. of starts	**	33	43
		% retention	**	58	56
		% pass rate	**	74	83
First diploma in engineering	2	No. of starts	17	17	18
		% retention	76	88	53
		% pass rate	54	71	56
National diploma in engineering	3	No. of starts	62	39	35
		% retention	47	59	90
		% pass rate	55	64	71

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

- *course not running*

### ***Quality of education and training***

48. Overall, most teaching and learning is no better than satisfactory. However, the teaching and learning in some electronic engineering lessons is highly effective. In these lessons teachers set clear objectives and lessons are well planned. Students work productively and make good progress. In one lesson on computer maintenance, many students demonstrated a high level of competence in the installation of a new computer operating system. The teacher carefully monitored and recorded

the progress of individuals, and provided effective support for the less able students. Students understood the relevance of the skills being acquired to those required by industry and were clearly enjoying the lesson. In too many other lessons, the teaching was dull and failed to inspire students. In some motor vehicle and welding and fabrication lessons, students were unclear about the learning objectives. In workshop sessions, visitors and other students frequently passed through the work area distracting students. A few lessons were poorly managed. In one lesson for example, students joined the wrong group and had to watch a teacher explain engineering principles not relevant to their course. In an application of number key skill lesson, the tasks were unrelated to engineering and students struggled to understand the relevance of what was being taught. In many lessons, teachers provided effective support and systematically ensured that students' needs were addressed. There are good professional working relationships between teachers and students in many lessons.

49. There is a wide range of equipment and tools available for electronic engineering and computer maintenance. The recent purchase of some modern motor vehicles has improved the motor vehicle stock held in the motor vehicle workshop. However, some students continue to work on old vehicles and overused engine rigs. Many teachers from one of the former colleges lack recent industrial experience. In the past, opportunities for professional updating were unavailable for these staff, but a training schedule has now been approved.

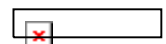
50. The assessment and monitoring of students' progress in motor vehicle engineering are unsatisfactory. Many students on motor vehicle courses do not understand how and when their work will be assessed. Assessments are not systematically planned and students are not set demanding targets. Although teachers maintain records of assessment, these often require no more than ticking boxes. They give no indication of areas for improvement and any requirements for further practice. Assessments for electronic engineering students are clearly defined, and fully explain the grading criteria. Teachers often provide insufficient constructive written feedback to students to help them identify errors and to improve the standard of their work.

51. Students view their programmes as highly valuable in terms of future employment or access to HE. They are aware of potential progression pathways. Initial guidance is appropriate and most students are on courses at a level appropriate for them. At the start of their courses, students undertake a diagnostic assessment. Tutors use the results to inform individual learning plans. Students are aware if they have additional learning needs. However, many choose not to participate in additional tutorials or attend additional learning support sessions made available during lessons. There are no other strategies to support these students.

### ***Leadership and management***

52. Leadership and management are satisfactory. Course targets set for retention and pass rates are linked to the college's strategic plan and are reviewed during team meetings. This is a newly introduced procedure, and the emphasis has been on improving retention rates. However, it is too early to judge the effectiveness of recent actions taken by the team. Communication within the engineering section is open and review meetings are held regularly. Some staff are unaware of the full extent of new policies and procedures relating to the college's lesson observation scheme and the revised appraisal system. There is no strategy to improve the participation in engineering by under-represented groups.

### **Business administration and professional studies**



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

### ***Strengths***

- good pass rates on level 1 and 2 courses
- good teaching on most courses
- wide range of provision
- good use of college intranet
- improving retention rates on full-time courses at levels 2 and 3
- effective liaison with ESOL tutors.

### ***Weaknesses***

- poor pass rates on AVCE courses in 2001/02
- unsatisfactory attendance and punctuality
- much use of classrooms unsuitable for size of classes
- insufficient work experience for full-time students
- inadequate support for students with literacy and numeracy needs
- inappropriate course placement for some students.

### ***Scope of provision***

53. The college offers a broad range of full-time and part-time courses in business, accounting, professional and management subjects. Courses are offered from foundation to advanced level. There are currently 849 students on full-time courses and 735 on part-time courses. Approximately 69% of these are aged over 19. There are currently 681 students on general business and administration courses such as certificates in administration at levels 1 and 2, and GNVQ, AVCE, GCSE, GCE AS and A levels in business. The majority of students enrolled on management and professional are on Association of Accounting Technicians (AAT) courses. There are 43 students on the access to HE in business course. Special arrangements are available to help support students on business and secretarial courses students who have English as a second language. More specialist provision includes the national certificate in housing management.

### ***Achievement and standards***

54. Pass rates are good on GNVQ foundation and intermediate business full-time programmes, but poor and declining on the AVCE courses. In 2001/02, the pass rate on the AVCE finance unit was particularly poor. Pass rates on the certificate in marketing course have remained well above the national average for the last three years. Retention rates on advanced level courses significantly improved last year. For example, the AVCE in business had a retention rate of 88% in 2001/02, a 29% improvement compared with the previous year. Retention rates on several other courses have declined, including GNVQ foundation and NVQ accounting. Punctuality and attendance are poor on full-time courses. The college has introduced measures to address the problem. There are good progression opportunities. Some accounting students progress from entry level book-keeping to NVQ level 4 in accounting. Business students can progress from foundation GNVQ business to the AVCE. There are successful links to Thames Valley University and many students gain direct entry to degree courses.

### ***A sample of retention and pass rates in business administration and professional studies, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
GNVQ foundation business	1	No. of starts	41	43	40
		% retention	76	81	70
		% pass rate	71	63	93
GNVQ intermediate business	2	No. of starts	105	108	112
		% retention	73	76	78
		% pass rate	76	84	70
NVQ accounting (one year)	2	No. of starts	116	95	98
		% retention	66	79	74
		% pass rate	66	75	91
NVQ accounting (one year)	3	No. of starts	108	88	81
		% retention	72	82	74
		% pass rate	47	53	40
GCE A-level business studies	3	No. of starts	134	131	88
		% retention	73	63	92
		% pass rate	78	78	87
GNVQ/AVCE business (two year)	3	No. of starts	170	131	117
		% retention	59	59	88
		% pass rate	80	85	48
IPD certificate in	3	No. of starts	19	37	59

personnel practice		% retention	100	100	92
		% pass rate	86	92	80
NVQ accounting	4	No. of starts	52	75	52
		% retention	88	77	75
		% pass rate	26	37	*
Certificate in marketing	4	No. of starts	25	14	20
		% retention	96	100	80
		% pass rate	80	79	81

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

\* data incomplete

### **Quality of education and training**

55. There is good teaching on most courses. Some 65% of the lessons observed were good or better. In these lessons, teachers draw on their own and students' experience and use up-to-date business examples. Teachers ensure that students of different abilities are kept fully occupied. In an AVCE lesson on ICT and barriers to communication, good use was made of well-known manufacturers as case studies. The teacher skilfully used examples such as the computerisation of ticketing and car sales to stimulate discussion. The effects on staff morale and motivation and links to theories of psychologists such as Herzburg and McGregor, were enthusiastically explored. Good use was made of ICT in many lessons. For example, students developed good research and analysis skills through investigating European policy solely by using the Internet. They found this very stimulating. Teachers on business and secretarial courses liaise effectively with ESOL tutors to ensure that appropriate business terminology is used in handouts. In the weaker lessons, students are not encouraged to work independently and spend too much time listening to the teacher or taking notes. Teachers' feedback on students' work is generally constructive and assignments are returned promptly. The standard of work on most business courses is high. Part-time students on personnel, accounting, marketing and management courses make extensive use of their job experience in projects and examination questions. There is insufficient work experience for full-time students. At one site there, is no work experience for students on GNVQ and AVCE courses. At the other site, students on courses at levels 1 and 2 in administration have no opportunities for work experience. The college does not have a practice office to develop practical employment skills. The lack of practical experience disadvantages students when they apply for jobs.

56. Some students are enrolled on to courses without appropriate qualifications. For example, not all AVCE students have achieved a grade C in mathematics and English GCSE. This results in them struggling with their course. The support that many full-time students receive as a result of being initially assessed with basic skills or key skills deficiencies is inadequate. On the intermediate GNVQ business course, only 5 out of 42 intermediate GNVQ students are receiving basic skills support, even though they have been identified as needing it. Some part-time students are assessed for basic skills.

57. Staff are generally well qualified and experienced, although a few lack commercial updating. Students have access to good ICT equipment, but there is sometimes a lengthy wait. Classroom accommodation is heavily used, and some rooms are too small for class sizes. The size of classrooms often makes group activities difficult. The office administration students have few practical resources to help prepare them effectively for the world of work. The college's intranet is well used by business students. Many students regularly use this facility to find schemes of work, lesson notes and learning materials. Students who are unable to attend college can access the intranet via the Internet. One unit of the certificate in management studies is only available online.

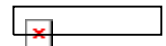
58. Students speak highly of the support provided by teachers. Most enjoy their courses. There are

outstanding examples of tutorial provision, but on some courses it is poor. Full-time students regularly have their progress reviewed. Personal issues are often discussed. Students' attendance at tutorials is sometimes poor. Part-time students can request tutorial support. Generally, student action planning and target setting are weak. Good careers guidance and advice are readily available for all students. All students have a comprehensive induction. Those that join late have only a brief induction, but are encouraged to read materials available on the intranet. Students receive a useful handbook containing details about their course. Parents and employers of sponsored students are regularly informed of students' progress.

### ***Leadership and management***

59. Course teams work well together. Meetings are regular and minuted. There are good examples of improvements to courses as a result of discussion. Most course files contain detailed schemes of work. Programmes are reviewed and evaluated at least annually. Assignments are carefully checked for standardisation purposes before being issued. The development of students' key skills is poor. However, on some courses integration with vocational coursework is improving. There is little sharing of good practice across sites. This leads to differing standards of teaching on similar courses offered at several different sites.

### **Information and communication technology**



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

#### ***Strengths***

- good practical teaching and learning
- good achievement for adults on short courses
- successful initiatives to widen participation in IT learning
- good range of courses to aid progression.

#### ***Weaknesses***

- insufficient attention to individual needs
- lack of punctuality of students aged 16 to 18

- poorly laid out classrooms
- inadequate learning support arrangements at one centre.

### ***Scope of provision***

60. The college offers a good range of programmes in ICT and computing. The provision for full-time students includes GCE AS and A-level in computing, GCE AS in ICT, a diploma in IT, and the AVCE and GNVQ at foundation and intermediate levels in ICT. Full-time courses are only offered at three of the college's main sites. Part-time courses are offered in the evening, daytime and on Saturdays both at the college sites and community venues. There is an access to computing course and a wide range of general and computing and business applications courses, for example programming courses, database technologies, network and computer support, computerised payroll and accounts and web design. Most courses are at levels 1 or 2. A small number of courses, for example European computer driving licence (ECDL) courses are workshop based. At the time of the inspection, 52% of students were on full-time courses and 37% of students were aged 16 to 18.

### ***Achievement and standards***

61. Retention and pass rates on full-time courses are mostly unsatisfactory. GCE AS retention rates were below the national average for 2000/01 and declined in 2001/02. GCE AS pass rates were good in 2000/01, but poor in 2001/02. On the GNVQ intermediate IT course, retention and pass rates have been mostly below national averages for the last two years. Pass rates on the GCSE IT course have remained poor. There are good pass rates on most part-time ICT courses. Many students enrolled on to ICT courses come from widening participation postcode areas. On these courses, and especially short courses, retention rates are good. Students' pass rates on computer literacy and information technology (CLAIT) and ECDL are particularly good. The retention rate is good and pass rates are very good on the access to HE certificate course.

62. Most students are well motivated and are able to work independently. They develop good practical skills relevant for the workplace. Adult students are enthusiastic about their courses. Teachers do not take into account students' prior attainments when agreeing targets with students. Target setting for part-time adult students in some community venues is good. Students develop good on-line learning skills through using the college intranet. Overall, the attendance of students aged 16 to 18 is satisfactory, but attendance is poorly monitored. Students are often late for lessons and it is not always recorded. Students arriving late disrupt lessons and some teachers failed to question this lateness effectively. The development of students' key skills is weak.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
CLAIT	1	No. of starts	480	652	527
		% retention	90	89	**
		% pass rate	60	70	**
ECDL (short)	2	No. of starts	192	263	365
		% retention	81	91	**
		% pass rate	53	71	**



Integrated Business Technology (IBT) stage II	2	No. of starts	199	233	268
		% retention	77	91	95
		% pass rate	47	51	64
GNVQ intermediate IT	2	No. of starts	153	138	153
		% retention	72	79	71
		% pass rate	51	72	30
GNVQ advanced IT (two year)	3	No. of starts	90	101	*
		% retention	60	54	*
		% pass rate	78	93	*
GCE A-level computing (two year)	3	No. of starts	82	77	31
		% retention	61	62	90
		% pass rate	50	71	93

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

\* course not running

\*\* data incomplete

### **Quality of education and training**

63. Teaching was good or better in 50% of the lessons. The teaching of practical IT skills, in particular, was mostly exciting and lively. In the best lessons, imaginative on-line teaching helps to develop students' skills. Teachers regularly check students' understanding throughout the lesson and consolidate the learning at the end. Teachers manage to balance discipline and fun in lessons effectively. Many students are highly motivated. Some adult students attend extra sessions in their own time to catch up or to improve their progress. In the poorer lessons, teachers fail to plan effectively. In some lessons, the more able students find the work too easy, while less able students are left to struggle on their own and lose their motivation and become bored. Some classrooms are poorly laid out and students are often unable to see whiteboards and other visual aids. Some teachers do not complete the register during the lesson. Students arriving late are allowed to walk into lessons without comment from the teacher. In a few lessons, discipline is poor with students bringing food and drink into workshops. There is good monitoring of students' progress on ICT courses. Teachers give regular feedback to students. However, individual learning plans lack clear targets. Initial assessment and screening for basic skills are effective. There is good take-up of additional support at most centres and tutors provide good pastoral support. However, at one of the main centres, only a few students in need of additional learning receive it. Internal verification is mostly good, but external moderators found some inadequacies in assessment at one centre.

64. Teachers are mostly well qualified and able to explain technical functions clearly and precisely. Teachers provide good role models for students. The college's intranet is well designed. Students make effective use of it. They are able to log on both at home, at work and after lessons. Many students complete assignments using this approach. Computers are of industrial standard, but in some classrooms there are insufficient computers to enable students to study on their own. Many classrooms have non-adjustable chairs and some computer rooms are uncomfortably hot. In some open plan computer suites, noise from other classrooms and open corridors distracts students. There is little use of digital screen projectors even when they are available.

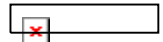
65. There are a number of successful initiatives that have widened participation for community groups and employers. Some 40% of part-time short courses are offered at community venues. These courses attract students who would not usually take up education. Many students progress from these courses. Students attending foundation and intermediate level IT courses at the college's

main site are provided with extra support with English.

### ***Leadership and management***

66. Communications between centres is not always satisfactory. Management information is generally available, but it is not always effectively used for curriculum development and general decision making. The system used to monitor students' attendance at some locations is not effective. Staff are regularly appraised, but staff development activities are not always linked to curriculum needs. There is insufficient sharing of good practice across the college. There are good initiatives to widen participation. Equal opportunities are promoted effectively. Most teachers were involved in writing the self-assessment report and development plan. Quality assurance procedures are not yet fully effective.

### **Catering and hospitality**



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

#### ***Strengths***

- good development of practical skills
- good, well-equipped practical areas
- effective support for students
- enrichment activities.

#### ***Weaknesses***

- poor pass rates at level 2
- insufficient opportunities for students to progress
- lack of variety in theory lessons

- failure to develop communication and number skills
- poor management of work-based learning.

### ***Scope of provision***

67. The college offers a range of hospitality and catering courses. The main full-time, one-year catering course leads to a NVQ level 1 in food preparation and cookery and a level 2 pastry cooks certificate. Students can opt to take an additional NVQ level 1 qualification in food and drink service. There are 66 students on the course, of whom 62% are aged 16 to 18. Students who speak English as a second language can join a programme designed especially to support them. There are currently 18 students on this option. Students may take two other full-time courses in their second year of study. These lead to either a NVQ level 2 in food preparation, which currently has 21 students or a level 3 certificate in patisserie that has 13 students. Students can enrol to study for these qualifications without joining the full-time group. On part-time day courses in cookery there are 16 level 1 and 9 level 2 students. There are a number of evening and short courses mostly related to patisserie. Nine students are following a modern apprenticeship in food preparation.

### ***Achievement and standards***

68. On level 1 qualifications the retention rate is slightly below the national average, but pass rates are high. At level 2, retention rates are satisfactory. The pass rate, however, is still below the national average, although there has been a steady improvement over the past three years. Students make good progress in relation to the skills with which they start. Most students who complete two years full-time study reach NVQ level 2 standard. A significant number of students have the potential to develop their skills at a higher level. However, the opportunity does not exist to take advanced level qualifications except in the specialist field of pastry work. Attendance and punctuality are unsatisfactory. Attendance in lessons averaged 70%. At most lessons, at least one student arrived late. Many students with poor attendance do not complete their qualification portfolio.

### ***A sample of retention and pass rates in catering and hospitality, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
NVQ food preparation	1	No. of starts	101	145	118
		% retention	90	91	82
		% pass rate	67	94	75
NVQ food and drink service	1	No. of starts	38	5	48
		% retention	97	85	87
		% pass rate	98	85	86
NVQ food preparation	2	No. of starts	41	37	29
		% retention	80	97	89
		% pass rate	39	56	*
Pastry cooks/patisseries	2	No. of starts	63	66	61
		% retention	84	82	91
		% pass rate	24	40	55

Pastry cooks patissiers	3	No. of starts	**	16	16
		% retention	**	94	94
		% pass rate	**	33	60

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

\* data incomplete

\*\* course not running

### **Quality of education and training**

69. Some 42% of teaching was good or very good and a further 50% was satisfactory. Teaching of practical subjects is good, but theory lessons is often dull and lacks sufficient variety. The enthusiasm of teachers for their subject often holds the students' interest, but students' concentration is not always maintained. Most students who attend regularly reach good or very good levels of practical skill. These students develop a satisfactory knowledge of the theory elements related to their course. Visiting specialists such as suppliers of meat and fish and chefs from speciality restaurants are used to give presentations to extend the students' learning. Students regularly visit appropriate exhibitions and displays related to catering. Theory lessons are regularly timetabled in blocks of two hours and lessons are sometimes extended by an hour, often with the same teacher. Many students have difficulty concentrating during these long lessons, particularly when theory lessons follow a busy practical activity. In many theory lessons, teachers do not sufficiently involve the students. They do not provide visually stimulating material and rely on talking from the front of the room or dictating notes. Theory lessons are held in rooms across the college's main site and teachers find it difficult to bring equipment, commodities, and other visual examples to enliven their lessons. Assessment is well planned and conducted. Students receive clear and detailed feedback on their work. The good standard of assessment assists teachers when action planning with students. Teachers who teach the very small number of food preparation modern apprentices are not familiar with the framework requirements.

70. The college's modern specialist training kitchens and restaurant are well equipped. They provide a good and realistic working environment that sets an example to the catering industry. Students respond positively to the environment and work in a responsible manner throughout their practical lessons. The restaurant is open to the public and offers a good-quality menu. However, it does not always attract sufficient diners to give the students an appropriate working experience.

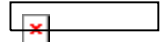
71. Full-time students are well supported by their tutors. Many tutors maintain detailed academic and personal records of the students in their group. The profiles are used to plan appropriate individual teaching and support. Teachers work closely with the students to identify and address any problems. Students are referred to specialists for help, when appropriate. Students' literacy and numeracy skills are assessed at the start of the course. Additional classes and individual support are provided for students who need help. Basic skills and specialist teachers work with the catering teachers to support these students. There is little opportunity for students at or above level 1 to develop their key skills further. Some students were disappointed that they would not be able to take key skills qualifications.

### **Leadership and management**

72. The management of work-based learning is poor. The college has a contract to manage a high profile course for modern apprentices in food preparation. All the elements of the modern apprenticeship framework are not being covered. Off-the-job training, partly provided at a private training company, is not being managed or monitored effectively. There is no co-ordination of on-the-job and off-the-job training. The progress of many trainees is slow. Staff meet regularly to discuss the provision. There is clear commitment to attend to the needs of the individual. However, students' attendance and lack of punctuality remains a problem. Divisional staff are generally very supportive of each other. However, one new member of staff with no teaching experience has not received any

specialist teaching support or a formal college induction. The self-assessment report was mostly accurate, but failed to identify the college's lack of compliance with the contract for work-based learning.

### **Hairdressing and beauty therapy**



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

#### ***Strengths***

- good student progress
- good practical teaching
- modern commercial-standard equipment
- effective assessment of students' work
- flexible curriculum to meet the needs of individuals.

#### ***Weaknesses***

- poor retention rates on NVQ level 2 hairdressing and beauty therapy
- poor pass rates on complementary therapy courses
- inadequate support for individual students
- poor student attendance

- poor timetabling of large groups.

### ***Scope of provision***

73. The college offers a wide range of full-time and part-time courses in hairdressing and beauty therapy. The provision only takes place at the college's main site. Courses only use specialist accommodation. The offer includes NVQ levels 1 to 3 in hairdressing and levels 2 and 3 to Higher National Certificate (HNC) in beauty therapy. There is an extensive range of complementary therapy programmes including reflexology, theatrical make-up, remedial massage, and fashion photography. Students can select a range of modules to create a course appropriate to their own needs and at times to suit their personal circumstances. Lessons start at 9.30 a.m. and adult students are able to leave early, to allow for childcare responsibilities. There are 358 full-time hairdressing and beauty therapy students, of whom 33% are aged 16 to 18. The remaining 1,788 students are mostly adults on complementary therapy and other part-time courses. Most students in beauty therapy are female, with male students enrolled only on part-time complementary therapy and hairdressing courses. There are six modern apprentices enrolled on work-based learning. These students join existing courses for their off-the-job training.

### ***Achievement and standards***

74. Retention rates on NVQ level 2 complementary therapy courses are well above national averages, but for NVQ level 2 hairdressing and beauty therapy courses they are poor. Pass rates are good on NVQ level 1 hairdressing and NVQ level 2 beauty therapy. Pass rates on complementary therapy courses are poor with NVQ level 2 and NVQ level 3 achieving 48% and 73%, respectively in 2001/02. Some students are placed on courses at too high a level for their ability. Initial assessment does not take sufficient account of students' practical abilities. Students often make very good progress. Many are well in advance of normal expectations when the level and stage of the course are taken into consideration. Some 71% of student groups were judged to be making good or better progress. Students' portfolios are put together well. They have a good evidence base that meets clear assessment criteria. Most beauty therapy assignments are word-processed and show evidence of a good understanding of key concepts. Most students display good standards of practical skills. Students' attendance at many lessons is poor.

### ***A sample of retention and pass rates in hairdressing and beauty therapy, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
NVQ hairdressing	1	No. of starts	24	26	43
		% retention	75	73	72
		% pass rate	67	100	94
NVQ hairdressing	2	No. of starts	139	158	118
		% retention	53	56	63
		% pass rate	54	52	82
NVQ beauty therapy	2	No. of starts	107	110	101
		% retention	71	67	47
		% pass rate	86	86	92
Complementary therapies	2	No. of starts	423	407	432
		% retention	74	77	97
		% pass rate	37	50	48

Complementary therapies	3	No. of starts	254	257	216
		% retention	73	77	87
		% pass rate	65	61	73

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

### **Quality of education and training**

75. Some 64% of teaching was good or better and no lessons were unsatisfactory. Lessons are well planned with aims and objectives effectively shared with students. During and at the end of the lesson, the teachers check students' understanding. There is a good rapport between teachers and students. This helps to build confidence and motivate students. Most teachers use a variety of teaching methods, including question and answer sessions, discussion, demonstration, small group work, individual guidance, note-taking and quizzes. Teachers demonstrate work well and give good, clear explanations that relate theory to practice. Teachers use commercial examples to illustrate key points. There is a strong emphasis on health and safety. In practical lessons, teachers effectively create the feel of a real working environment. Practical teaching is good. For example, in an NVQ level 1 hairdressing lesson the teacher demonstrated blow-drying techniques. By repeating movements several times and at varying speeds the teacher ensured that students were able to see how the technique was being developed. Students are encouraged to attempt difficult treatments early on in their course. In one theory lesson, first-year students were successfully encouraged to adopt research techniques as an aid to learning. In a practical beauty therapy lesson, first-year students were carrying out massage movements competently after only five weeks on their course. Most students are actively involved in both theory and practical lessons. Students' responses to questioning indicate good levels of understanding. Teachers provide constructive feedback for students both in beauty therapy written assignments and in hairdressing and beauty practical lessons. There are large numbers of students who have English as a second language. Lesson plans do not clearly identify their needs and teachers do not have adequate strategies to support them. Class sizes are large, leading to some students not getting enough attention.

76. Teachers have good relevant commercial experience. The modern equipment helps to create the feel of a real commercial working environment. Some practical rooms lack adequate ventilation and are in need of redecorating. Often large groups are timetabled in small beauty salons. Hairdressing salons are open plan and people passing by distract students. Assessment and internal verification procedures are effective. Assessments are recorded in students' portfolios and are monitored by course tutors. The internal verification system is effective. It ensures a standardised approach to assessment and sets action points for improvement. One specialist teacher is responsible for co-ordinating the division's approach to key skills development. Schemes of work are well designed, but do not take account of the needs of students who speak English as a second language. Students with language difficulties suffer from the pace of work being either too fast for their ability or too slow due to repetition.

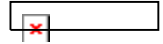
77. Group tutorials take place every week. The sessions are used to develop students' wider key skills such as working with others. Students have regular one-to-one tutorials with their tutor, but the lack of privacy and constant interruptions diminish their effectiveness. Initial assessment is carried out at the beginning of the course. It concentrates on students' basic and key skills ability. No account is taken of prior experience or attainment. Students are not tested for their practical skills or dexterity, although 80% of the course is practically based. The interview and selection process does not always ensure that students are placed on the appropriate level of course to meet their needs and ability.

### **Leadership and management**

78. The current arrangements for managing the provision are satisfactory. The management structure has recently been changed to improve accountability. This has led to a more clearly defined approach to identifying and resolving problems. For example, there are now well-considered strategies to improve achievement and address poor attendance. Quality assurance was weak, but

improving. All of the team were involved in the writing of the self-assessment report. Curriculum responsibilities are shared amongst the team. Team meetings are regular and focus on reviewing and evaluating the provision on offer. Some poor timetabling decisions have placed large beauty therapy groups in very small salons.

## **Health and social care**



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

### ***Strengths***

- much good teaching
- good support for full-time students
- thorough checking of learning
- good promotion of equal opportunities.

### ***Weaknesses***

- low pass rates on full-time level 2 courses
- unsatisfactory staffing arrangements
- inadequate range of enrichment activities
- insufficient opportunities for students to gain additional qualifications.

### ***Scope of provision***

79. The college offers a range of courses at its largest site. The full-time provision includes health and social care courses in GNVQ at level 1 and 3, an AVCE at level 3, Council for Awards in



Children's Care and Education (CACHE) certificate at level 2 and a national diploma in early years at level 3. The part-time provision includes NVQ in early years care and education at levels 2 and 3, CACHE certificate in child-minding practice, and a certificate in caring. There is an access certificate course for both nursing and health, and social work. At the time of the inspection, there were 200 students on full-time courses, with 75% taking GNVQ and AVCE health and social care courses. There are 70 students on access certificate courses and approximately 80 part-time students. Most of the students are female.

### ***Achievement and standards***

80. Pass and retention rates on the majority of courses are satisfactory and have improved over the past year. Students on access to nursing courses achieved excellent pass rates in 2001/02, with good progression to university programmes. There are good and improving retention rates on GNVQ foundation health and social care. On the CACHE certificate in child-minding practice, pass rates have remained over 20% below the national average for the last three years. Most students make good progress on their courses with many students achieving challenging targets. The standard of students' work in relation to their learning goals is generally satisfactory. Attendance and punctuality are generally good and are carefully monitored. Students understand the policy on attendance and teachers actively support it. Students benefit from careful preparation before undertaking a work placement. Students on early years programmes, greatly benefit from taking part in work experience, but there are few opportunities for work experience for other students. Students' portfolios demonstrate a good awareness of relevant theory and practice.

### ***A sample of retention and pass rates in health and social care, 2000 to 2002***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
GNVQ foundation health and social care	1	No. of starts	13	13	18
		% retention	69	85	94
		% pass rate	78	55	88
GNVQ intermediate health and social care	2	No. of starts	33	76	71
		% retention	82	70	80
		% pass rate	70	*	45
CACHE	2	No. of starts	16	14	20
		% retention	63	79	74
		% pass rate	60	64	60
AVCE health and social care	3	No. of starts	**	17	15
		% retention	**	65	69
		% pass rate	**	45	64
BTEC national diploma early years	3	No. of starts	30	19	20
		% retention	50	72	72
		% pass rate	86	73	91
Access certificate in nursing and health	3	No. of starts	26	43	33
		% retention	96	63	67
		% pass rate	92	81	100

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

\* data unreliable

*\*\* course not running*

### **Quality of education and training**

81. Most lessons are well planned and well organised. During lessons, teachers are very thorough in checking individual students' learning. For example, if necessary, they rephrase the key learning points to ensure that students are clear about the relevant issues. Teachers regularly praise individual students for any good work. Most students are well motivated and have clear personal goals. Lesson plans are generally comprehensive and set demanding objectives. Many teachers positively encourage students to consider issues of diversity and inclusion. In one lesson, for example, the teacher used a cross-cultural perspective to illustrate Maslow's Hierarchy of Need, human development theory. A recent development is the introduction of mentors for AVCE and NVQ (Montessori) in child-minding students. Individual learning plans have only recently been introduced and, although comprehensive, they are not yet fully in use. Assessment is generally rigorous and the marking of students' work is satisfactory. Students' progress is carefully recorded and they receive detailed feedback. Internal verification procedures are well established and effectively applied. External verification reports are mostly positive. Initial assessment is thorough and most students receive an appropriate level of support if a need is identified. There is a very narrow range of enrichment activities. Students on the CACHE certificate in child-minding practice are unable to take additional qualifications because of restricted time tabling.

82. Teachers are well qualified and have relevant vocational experience. This includes nursing, social work, health visiting, management of day nurseries and housing. Teachers are regularly appraised. Professional training and development opportunities linked to appraisal are good. Teachers use a good range of teaching materials. The college's intranet is well developed and students' make good use of the materials and information placed on it. The accommodation is generally satisfactory, but some groups are too large for the size of the rooms allocated. Wall displays of students' work are very old.

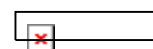
83. The provision in health and social care is mainly for full-time students. There are few opportunities for people working in the health and social care industry to gain an NVQ. In the last year, the width of the provision was considerably narrowed. Counselling and first-aid courses have been discontinued. There are no weekend or evening courses in health and social care. Early years provision is being developed in conjunction with local Early Years Partnership.

84. There are regular tutorials for full-time students. Tutorial provision is satisfactory, but a tutorial co-ordinator has recently been appointed to implement improvements. Students take part in a well-planned induction at the start of their course. Many students value the support they receive from tutors and careers guidance staff. Individual learning plans are not yet thoroughly implemented across all programmes.

### **Leadership and management**

85. The management of staff is unsatisfactory. There are currently too many staff vacancies. Arrangements to cover absent managers are weak. The divisional manager, programme manager and course co-ordinators posts are all vacant. Actions taken to cover these posts are not working effectively. The adverse effect of these weaknesses on students is clear. Programme schedules are disrupted, timetables constantly change and sometimes visiting teachers are inadequate. Quality assurance systems are not working effectively.

### **Performing arts and media**



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

### ***Strengths***

- good teaching
- good accommodation and equipment
- effective support for students.

### ***Weaknesses***

- poor pass rates on GNVQ intermediate and national diploma for media
- lack of punctuality and poor student attendance
- ineffective classroom management.

### ***Scope of provision***

86. There is a good range of full-time provision. The courses offered are: GNVQ intermediate in media studies and BTEC first diploma in performing arts; GCE AS and A levels in media and drama; BTEC national diplomas in media, dance, drama, multimedia, music practice, music technology and popular music, performance and performance dance. There is an access to HE course in media studies solely for adult students. The part-time offer includes courses in GCSE photography, international award in performing arts, national awards in acting, circus, dance, music and dance, music technology. A video skills course takes place in the evening. There are currently 354 full-time students and 139 part-time students on these courses.

### ***Achievement and standards***

87. There are good pass rates on GCE AS and A-level programmes for students who complete their course, but retention rates are poor. There are poor pass rates on GNVQ intermediate media, national diploma media and performing arts. All are now below national averages. Retention rates are good, except for GCE AS photography and national diploma media and performing arts. However, both courses have improved and were much nearer the national average in 2001/02.

88. The standard of practical work in many of the areas is high, particularly in performing arts. Although many students have good IT skills and are able to produce images, their ability to use drawing as a tool for developing and communicating ideas is weak. There are good opportunities for students to progress from level 2 courses to HE. For example in 2001/02, 19 students who had started at level 2, progressed through level 3, and went on to HE. One student with few formal qualifications started at level 2 and is now studying for a Bachelor of Arts in Technical Theatre. During his years at the college he gained three celebration of achievement awards, became a technician in performing arts and media, and taught on the music technology course. There is poor

attendance on some courses, most notably in national diploma music, international performing arts, national award in acting and the second-year national diploma in multimedia. In some lessons only half the number of students on the register were present. Several courses were severely disrupted by students arriving late. This made the start of lessons difficult for both the teacher and the students and delayed learning.

***A sample of retention and pass rates in performing arts and media, 2000 to 2002***

Qualification	Level	Completion year:	2000	2001	2002
GNVQ intermediate media	2	No. of starts	49	58	22
		% retention	96	74	73
		% pass rate	47	47	56
First diploma performing arts	2	No. of starts	36	32	36
		% retention	83	81	89
		% pass rate	87	85	78
National diploma media	3	No. of starts	73	71	76
		% retention	53	55	78
		% pass rate	90	77	73
National diploma performing arts	3	No. of starts	28	56	40
		% retention	57	61	87
		% pass rate	81	76	85

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

***Quality of education and training***

89. Some 74% of teaching is good or better. No lessons were unsatisfactory. Teaching is mostly well structured, combining theory and practice with good links between the two. Staff set demanding assignments that test the knowledge, understanding and technical skills of students. Many of the teachers use a range of appropriate teaching methods. For example, they use practical illustrations to capture the students' attention. Students learn quickly and effectively, gaining self-confidence and the ability to work within a group. In the area of performing arts, even the simplest of warm-up exercise results in a co-ordinated performance. A group of first-year national diploma students, who had just started their course, were asked to devise and rehearse a five-minute mime to music. They demonstrated imagination, confidence and control of movement in both individual and group performance. This was well above the standard to be expected at this stage of the course, even amongst those who had not done drama before. Teachers take into account students' ability, age, ethnicity, rates of progress, and physical limitations. For example, a student who was not able to do a stretching exercise was offered an alternative within their capabilities. Discussion of cultural differences and the influences these have in music, dance, drama, are encouraged. This greatly enriches question and answer sessions, the range of films chosen for viewing, and the music to which students listen. There are several enrichment opportunities with local theatre companies and visits to theatres and exhibitions in the London area. Where students fail to attend regularly, they miss essential activities and cannot successfully contribute to class discussions.

90. Assignments include clear assessment criteria and a section for feedback. Students benefit from assessment that is fair and thorough. Written feedback is well written and helpful. Students' work is checked individually either in class or at a tutorial. The outcomes are used to monitor progress and for planning, including the possible need for additional learning support. Assessments and assignments are internally verified. The outcomes are recorded and held in course files. External verifiers confirm the rigour of the assessment process and confirm the grading.

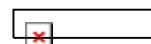
91. Teachers are appropriately qualified. Staff development opportunities are good and linked to appraisal. The number of fractional or visiting tutors is high when compared to the number of full-time staff. However, students greatly benefit from the up-to-date expertise they bring into their teaching. Technician support is good, but there are only two for an area with a lot of highly technical equipment. The accommodation and equipment are good. This includes large dance and drama spaces, music rehearsal rooms and good IT software in multimedia studios. The acoustics in the gym make the teaching of theory difficult. Some temporary accommodation is too small for large groups.

92. There is effective support for students. Initial interviews are effective with a clear focus on students' individual needs. Dance and drama interviews include an audition. Induction is over a two-week period. It is effective and appreciated by all students. For some students, the gap between sending an application and being contacted is too long. Students spoke very positively about the support they receive from teachers, often outside lessons. For example, after discussion with a student at the end of a lesson, one teacher arranged specific additional support.

### ***Leadership and management***

93. Individual courses are well managed. Documentation is standardised and includes individual student records and external verification reports. Course teams work effectively together and meet regularly. Key issues like students' punctuality and attendance are discussed, but not always effectively dealt with. There is a structured teaching observation programme that is used to plan staff development. There have been few opportunities for teachers on all the sites to meet and share good practice. Classroom management is often poor. In some lessons, students are allowed to eat food and drink, disrupt the lesson, arrive late, and talk over each other. The overall management of the provision is not yet effective. For example, cross-site responsibilities have not been resolved. The application and interview process is not effective for some students. There is little part-time provision beyond the access and national award courses, and very few evening or weekend classes. Staff were fully involved in the writing of the self-assessment report which was mostly accurate.

### **Humanities**



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

#### ***Strengths***

- good retention and pass rates in GCE AS/A-level history, sociology and politics in 2002
- much good teaching and learning
- well-planned assessment
- thorough monitoring of students' progress in most subjects.

### **Weaknesses**

- declining and low GCSE pass rates in 2001 and 2002
- low retention rates in economics and psychology
- insufficiently rigorous application of quality assurance.

### **Scope of provision**

94. The college provides an adequate, but not extensive range of seven GCE AS/A-level humanities subjects. The two most popular subjects, psychology and sociology, are also offered at GCSE. Politics and geography are available at only one centre while psychology, sociology, history, economics and law are provided at two centres. About 460 students, mostly aged 16 to 18, study GCSE and GCE AS/A-level subjects at the Ealing centre, and about half that number study at the Hammersmith centre. A significant minority of those who study on the GCE AS psychology course are adults. There is a small range of GCE AS/A-level courses available for part-time students. An access to HE course offers a narrow experience of humanities subjects. Access students who attend during the day and whose first language is not English have additional English lessons. The curriculum for access students in the evening does not include English, IT or psychology.

### **Achievement and standards**

95. The pass and retention rates on the new GCE A-level politics, history and sociology courses were high in 2002 and mostly high on the GCE AS courses in 2001 and 2002. Over the same period, retention rates on GCE AS economics and psychology courses have declined and are now low, as are the pass rates in psychology. In 2002, the retention rate for GCE AS psychology students aged 19 or over was very low, at 44%, whilst for students aged 16 to 18 it was unsatisfactory, at 66%. On the GCE A-level law course, the pass rate has been low for the last two years. Low retention rates on two-year, GCE A-level courses in 2000 and 2001 resulted in fewer than half the students completing their courses successfully. A high proportion of students who completed the access to HE courses in the past two years achieved the qualification. Many have progressed to HE. In contrast, very few students over the past two years have succeeded in passing GCSE sociology or psychology at grades A to C. Pass rates have declined markedly.

96. Standards of attainment in lessons are good. Most GCE AS and A-level students have made good progress in responding to the demands of their courses. Many are able to demonstrate their understanding of increasingly complex material by the confidence of their answers to questions and in discussion. However, some students fail to listen attentively and achieve little in group work. Some less confident students were not developing their communication skills sufficiently. The standard of written English of a few students was inadequate to meet the requirements of advanced level work. Students' IT skills were not developed in lessons. Levels of attendance at lessons observed were mostly satisfactory for students aged 16 to 18, but less satisfactory for adult students. Lateness disrupted the first lesson of the day at one centre.

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

Qualification	Level	Completion year:	2000	2001	2002
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GCSE sociology	2	No. of starts	19	26	18
		% retention	89	73	50
		% pass rate	*	*	11
GCE A-level government and politics	3	No. of starts	22	30	13
		% retention	55	63	92
		% pass rate	92	89	92
GCE A-level sociology	3	No. of starts	125	101	63
		% retention	52	64	98
		% pass rate	72	71	98

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

\* data unreliable

### **Quality of education and training**

97. Much teaching is good or better; the remainder is satisfactory. In the best lessons, teachers structure the content and activities with care and imagination in order to promote good learning. In a GCE AS government and politics lesson, the students had been encouraged by the teacher to read more widely. In response, one student volunteered to communicate to the class what his wider reading had revealed about popular perceptions of the United Kingdom and the United States of America. This stimulated a lively debate on hypothetical issues such as whether a British film star would be likely to become Prime Minister. In well-planned lessons, teachers gave students precise goals and a range of stimulating activities to assist their learning. In other lessons, although teachers presented information in a straightforward way there was little intellectual challenge for the students. Students had little opportunity to think for themselves and wasted time on work that could have been done outside the lesson.

98. Teachers are well qualified and suitably experienced. There are good learning resources, including IT, readily available to students at the Hammersmith centre, where classrooms are attractive and spacious. At the Ealing centre, facilities are inadequate. Students are unable to make sufficient use of the college's learning web. Much of the library book-stock is out of date. Temporary classrooms are too small for larger groups, while noise from surrounding areas is intrusive.

99. The assessment of students' work and the monitoring of their progress are effective. Students know how, when and according to what criteria their work will be assessed. In most subjects, assessment practices are wide ranging and well planned. Teachers return work promptly with constructive advice on how students can improve their performance. This is complemented by feedback to individual students in lessons. Subject teachers provide detailed information on students' performance. A schedule of regular tests and mock examinations provides useful feedback for use in individual reviews of progress. This information is valuable in helping students to measure their progress. At regular intervals tutors help students to use this information to make plans for future improvements. In one lesson, the teacher encouraged students to use the results of a recent test to evaluate their own performance. The teacher had already responded by adapting her teaching methods to accommodate students' considered suggestions. In a minority of subjects, the range of assessment techniques is narrow.

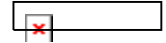
100. There are some weaknesses in the initial guidance available to part-time adult students on GCE AS courses. The initial diagnostic assessment given to level 3 students is inappropriate.

### **Leadership and management**

101. Quality assurance has not been implemented with sufficient rigour to ensure consistency in

teaching and high levels of retention and achievement. Insufficient emphasis is given to lesson observation or the appraisal of teachers. Course reviews are not an effective instrument for making improvements. There are few opportunities for the development of key skills. Curriculum leadership is improving. New managers have provided clear direction and staff have a fresh sense of purpose. Some improvements are evident since the last inspection: academic support for students has been strengthened; agency staff are no longer employed; and entry requirements on to level 3 courses have been reviewed as a result of analysis of students' achievements.

## English and communications



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

### **Strengths**

- much good teaching in EFL
- good retention rates in EFL
- broad range of provision
- effective individual support for students
- good resources for EFL.

### **Weaknesses**

- poor retention and pass rates in GCE AS English language and literature, and GCE AS English literature
- little use of IT to support the curriculum
- lack of overall co-ordination of English across sites



- insufficient comment on marked work to help students improve
- inadequate course reviews.

### ***Scope of provision***

102. The college offers a range of English language and English literature courses. The provision is provided mainly at two sites and includes pre-GCSE, GCSE and GCE AS and A-level courses. EFL certificated courses are offered at nine levels from beginners to the proficiency level. Business English and summer schools are also offered. At the time of the inspection, there were 1,447 students enrolled on full-time and part-time English and EFL courses. A total of 577 students, mainly aged 16 to 18, are following English courses and 870, mostly adults students, are on EFL courses. Many of those taking EFL courses are international students paying full cost fees and were outside the scope of the inspection.

### ***Achievement and standards***

103. Some GCE A-level results are very good. For example, the pass rate in GCE A-level English language and English language and literature was 100%, in 2001/02. However, the retention and pass rates for GCE AS English language and literature, and English literature were below the national averages for the last two years. The pass rates in GCSE English and GCSE English literature were very poor, but improved significantly in 2001/02 to near or above the national average. The retention rate for GCSE English has been below the national average for the last three years. Retention and pass rates in EFL are nearly all at, or above, the national average. However, in 2001/02, the pass rate in the certificate of proficiency in English was poor, at 26%.

104. Most students are highly motivated and enjoy their courses. In lessons, students work well on their own, in pairs or small groups. There are regular opportunities to participate in whole-class discussions. Students on the EFL courses make good progress with their language skills. Students at the beginners' level are encouraged to ask and respond to questions in the classroom. Most students' work is of an appropriate standard, but the standard in some English lessons is poor. There is a lack of punctuality and poor attendance in a few lessons. Average attendance in the observed lessons was 74%.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Key English test (short course)	1	No. of starts	354	244	161
		% retention	96	88	88
		% pass rate	38	59	45
First certificate in English (short course)	2	No. of starts	272	342	206
		% retention	94	91	88
		% pass rate	56	51	59
GCSE English language	2	No. of starts	176	314	321
		% retention	69	64	67
		% pass rate	3	12	40

Certificate in advanced English (short course)	3	No. of starts	93	137	136
		% retention	94	95	94
		% pass rate	57	40	46
GCE A-level English language and literature	3	No. of starts	23	64	23
		% retention	57	47	96
		% pass rate	89	57	100

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

### **Quality of education and training**

105. EFL teaching is consistently good. Some 83% of lessons were judged good or better, and none were unsatisfactory. Courses are well planned, and lesson plans include detailed notes on individual students' needs. Lessons are well managed, and teachers make effective use of appropriate tasks and activities to develop and consolidate learning. Teachers are knowledgeable and enthusiastic. They are friendly and constantly encourage students. There is good use of questioning and group work tasks to check learning. Teachers ensure that every student has the opportunity to practise what they have learnt. Explanations are clear, and teachers use good examples to illustrate key learning points. Teaching and learning materials are carefully chosen to engage the interest of students. Library and other resources for EFL are very good. Classrooms are equipped with televisions and videocassette recorders. A language laboratory and IT room are available, if required. The college intranet has some useful EFL materials, but in practice little use is made of IT to support teaching and learning.

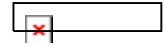
106. The teaching in only half of the observed English lessons was considered to be good or better. A large proportion, 17%, were unsatisfactory. Both outcomes are well below the national averages. This is below the national average. Most English lessons are well planned with clearly identified learning outcomes. Teachers are supportive and encourage students to ask and answer questions. Concepts are clearly explained. In one mixed-ability class, which was exploring the theme of emotive language, students were asked to role-play in groups. They enthusiastically explored the attitudes that teachers, parents, police and retailers might have about mobile phones. The key outcomes were then effectively presented to the rest of the group. In the poorer lessons, the teaching lacked appropriate variety. Teachers relied mostly on a question and answer approach to ensure student participation, but made little use of learning resources. No use is made of IT to support learning. Library resources to support English students are adequate. The curriculum for advanced level English students is enriched by regular visits to the theatre and other events, paid for by the college.

107. The marking of students' work in both English and EFL is accurate, but lacks adequate comment to help the students improve. All the students have individual learning plans, and receive good individual support from their teachers, tutors and other college staff. Teachers are well qualified and most are very experienced. Classroom accommodation is good, with furniture that can be easily re-arranged to suit different activities.

### **Leadership and management**

108. Local course management is satisfactory, but the co-ordination of the provision across the college is weak. The responsibilities for managing English and EFL are divided according to the college's divisional structure. Some of the teaching teams have regular formal meetings, but others do not. There is little sharing of good practice or effective curriculum development in English. The thoroughness and effectiveness of course review and evaluation, and of self-assessment, is sometimes poor. Many course teams' self-assessment reports lack data, detail and appropriate action plans. There is good support for teachers to attend external training courses, but few in-house training events.

## English for speakers of other languages



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

### ***Strengths***

- very effective teaching and learning
- good student pass rates
- good progression
- well-managed curriculum.

### ***Weaknesses***

- insufficient attention to individual learning
- poor learning resources in some community centre provision.

### ***Scope of provision***

109. The college offers a wide range of full-time and part-time ESOL courses. Students can attend during the day or evening for courses at entry level and levels 1 and 2. The provision is available at all of the main college sites and in the local community. Some of the courses are franchised. There are currently 3,947 students on ESOL programmes that also include ESOL vocational courses, and ESOL literacy, numeracy and IT and conversation courses. The majority of students are aged 19 or over attending specially designed courses. There are 402 students aged 16 to 18 on full-time ESOL programmes. The majority of the 10% of students who study at community sites are female. There is a good range of qualifications, including Pitman's examinations institute ESOL, and various internal college qualifications. The college has integrated ESOL teaching within a number of vocational courses, including electronics, electrical installation, plumbing, business, hair and beauty and IT. Literacy workshops are available for ESOL students who need additional support. Most provision is on a short modular basis. This allows students to join courses at any point throughout the year and change groups depending on their individual needs.

### ***Achievement and standards***

110. Students' achievements are good. In 2001/02, the pass rates on Pitman's entry level and level

1 courses exceeded the national averages by 52% and 61%, respectively. The number of entries at both levels has significantly increased over the last three years. Most other courses have exceeded college targets. External moderators and internal verifiers report high standards of work at level 1. Pass rates on internal qualifications exceed 75% for all courses. Retention rates are consistently good at 85%, well above the national average. Some 39% of the students who complete a foundation programme progress on to vocational courses specially adapted for ESOL students. The focus on study skills in ESOL courses helps students to achieve a good standard of work on their vocational courses.

111. Most students produce a good standard of work at level 1 and a satisfactory standard at entry level. There are good opportunities for students to progress to higher levels. More able students are encouraged to make faster progress. Last year, 36% of the students completed their modules early and 13% moved on to mainstream classes. Approximately one third of all students continue their study in subsequent years. This is good considering the transient nature of some of the students and their personal and family circumstances. At a reception centre for asylum seekers, 70% of students achieved a Pitman's qualification at entry level and level 1, in eight days. Students' attendance is generally good.

***A sample of retention and pass rates in English for speakers of other languages, 2000 to 2002***

Qualification	Level	Completion year:	2000	2001	2002
Pitman's	entry	No. of starts	80	597	1,200
		% retention	100	100	99
		% pass rate	35	34	52
Pitman's	1	No. of starts	101	290	524
		% retention	94	99	98
		% pass rate	66	39	61
ESOL language and study skills	1	No. of starts	486	669	431
		% retention	93	91	94
		% pass rate	87	76	81
EHWLC listening and speaking*	2	No. of starts	470	449	504
		% retention	89	93	89
		% pass rate	83	83	82
EHWLC listening and speaking*	3	No. of starts	402	378	193
		% retention	87	86	88
		% pass rates	84	77	88
EHWLC language and study skills*	3	No. of starts	312	354	358
		% retention	90	90	85
		% pass rate	85	81	76

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

*EHWLC - courses run by Ealing, Hammersmith and West London College*

***Quality of education and training***

112. Teaching and learning are well planned. Teachers effectively meet the diverse needs of the students. Lessons are well structured. Students are encouraged to listen, speak, read and write about everyday events, such as healthy eating and helping children to improve their reading. In one

lesson, students were encouraged to analyse and discuss critically a drama performance. In another, the teacher made effective use of audio and video materials. Presenters on the tapes spoke with different accents promoting discussion about regional differences. At level 1, most tutors give constructive feedback to students during the lesson. In one lesson, students were given a checklist and a glossary of terms to explain how teachers assessed their work. Students successfully used this to self-assess their own progress. Students are given an individual assessment plan. Progress is reviewed after six weeks and at the end of the term. Students keep a detailed record of learning activities, but it is not always used effectively by teachers to evaluate their progress. Spelling skills and students understanding of grammar are regularly assessed. Teachers regularly mark and correct students' work. Students are well motivated and enthusiastic about their learning. Many have a strong desire to achieve. In the weaker lessons, particularly in community classes, some students make slow progress. Teachers do not take sufficient account of students' wide range of language support needs. Individual learning plans are well designed, but do not always focus sufficiently on the needs of the individual. Sometimes students' previous language skills and learning experiences are not adequately assessed. There is very little analysis of students' preferred styles of learning. Learning plans do not always recognise the contributions students can make to their own learning, for example, by using English in their daily lives at home and at work.

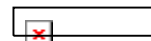
113. Personal support for students is good. Full-time students attend weekly tutorials. These are generally effective, but they are not always well managed. Part-time students do not have a fixed tutorial, but receive additional support if the need arises. Local advice agencies regularly visit the college sites, for example, to provide advice about immigration issues. The take-up of this type of support is good. Hardship funds are available for students to purchase books and help with travel costs. The take-up and impact of the fund on ESOL students is not closely monitored. Induction is well planned and effective. There are some enrichment activities at two of the main sites, but none at community centres.

114. Most teachers are very well qualified and experienced. Some 43% of the staff are bilingual. Opportunities for relevant and topical staff development activities are good. These include the use of ICT in the classroom and updates on the national syllabus. Accommodation is good at the college's main sites, but poor at some community venues. Some classrooms are too small for the size of the group. Language resources are satisfactory, but students in community centres often have to rely on poor photocopies. Students with restricted mobility often have problems entering and moving around community sites. Most community sites provide childcare facilities. Students who have difficulties attending courses run at the main sites are offered a place at a community venue. Although the college has successfully adapted a number of vocational courses to meet the needs of ESOL students, the range of provision does not extend, for example, to catering, hospitality and retail, where there is a local skills shortage.

### ***Leadership and management***

115. The curriculum is well managed. ESOL makes up approximately one third of the college's provision. ESOL courses are organised by a divisional manager based at each of the college's main sites. A contract manager is responsible for the community provision. Teachers are well supported by programme managers. Communications within teams and across the college is good. There is a strong commitment to improve and to share good practice. Teams work well together. There are regular weekly meetings of the divisional managers and programme managers. Team meetings are also regular and effective. Challenging targets for retention and pass rates are set at individual course level. The data is monitored and any underachievement leads to effective action. There is a strong emphasis on the monitoring of students' attendance. Diversity is celebrated throughout the curriculum, but there is insufficient attention in lessons to equal opportunities issues. Most of the staff were involved in the writing of the self-assessment report. The report was mostly accurate in identifying the strengths and weaknesses of the provision.

### **Literacy and numeracy**



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

### ***Strengths***

- good teaching and learning for adult students
- good curriculum management at one centre
- well-qualified teachers
- broad range of provision with progression routes.

### ***Weaknesses***

- inconsistent application of quality assurance across the provision
- insufficient use of individual learning plans
- little consolidation of learning in mainstream classes
- lack of punctuality and poor attendance of students.

### ***Scope of provision***

116. The college offers a wide variety of basic skills provision. Full-time courses include pre-vocational programmes and courses for adult students who want to progress from basic skills to, for example, GCSE provision. Many students who start a course at pre-entry level move on to entry level and higher. The provision is based at three of the college sites and at a number of community venues. There is a wide range of courses for part-time students. Adult students in particular are able to attend at times that suit their own domestic circumstances. The provision is designed to be very flexible. Basic skills support is available for students in the class, for vocational and academic programme at one main site and through individual and workshop support at other sites.

### ***Achievement and standards***

117. Retention rates on the City and Guilds numeracy stage 1 have steadily improved, while pass rates have come down from above the national average to slightly below. On most other courses, students' pass rates are satisfactory. The City and Guilds wordpower stage 1 course has had a very low pass rate for the last three years. In general, many students make good progress and achieve the goals they have set for themselves. Students' personal skills and independence and their ability to be effective members of the community and family are enhanced as a result of their learning experiences. Students often acquire a wide range of skills, for example, IT skills to help their children and communication skills to improve relationships with families and friends. Students on full-time courses make informed choices about their future and many are successful in progressing to training or further study. Students on part-time courses make good use of the flexible provision. Attendance and punctuality on some courses are less than satisfactory. Many students leave for a time and return later to continue their studies.

***A sample of retention and pass rates in literacy and numeracy, 2000 to 2002***

Qualification	Level	Completion year:	2000	2001	2002
City and Guilds numeracy stage 1	entry	No. of starts	166	161	43
		% retention	52	74	81
		% pass rate	13	81	66
City and Guilds wordpower stage 1	entry	No. of starts	47	6	18
		% retention	74	100	100
		% pass rate	20	0	33
Basic test in numeracy skills adult basic education	entry	No. of starts	7	11	15
		% retention	71	36	60
		% pass rate	*	*	*
Write and spell adult basic education	entry	No. of starts	237	70	71
		% retention	59	69	59
		% pass rate	70	65	70
Reading writing and spelling adult basic education	entry	No. of starts	73	120	114
		% retention	76	62	71
		% pass rate	72	72	56

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

\* data unreliable

***Quality of education and training***

118. In 79% of the lessons, teaching was good or better. Most lessons or individual one-to-one sessions were well planned. Most students enjoy what they do and are well motivated. In the best lessons, teachers use a range of teaching methods and involve the students in a number of activities. Students work in pairs or in small groups and teachers often record their progress in detail. This enables students to reflect on what they have achieved and what they will need to do in the future. In one well-managed session, the students worked on their individual action plans, agreed targets and identified what they had to do to improve. In some less effective lessons, teachers do not show the same attention to detail. Students are not clear about their specific learning needs and often progress is slow. At the college's main sites, some students who receive basic skills help outside the classroom do not receive the support they need in mainstream classes. As a result, they do not consolidate their learning.

119. Teaching and learning at community centres are mostly good and often very good. In one centre, based on a local housing estate, students were enthusiastic about extending their oral and written language skills. In a well-planned cooking exercise, a group was able to read instructions successfully before weighing and measuring the ingredients. The class, drawn from a range of community groups, respectfully listened to each other's contribution. At the end of the lesson, all had made significant gains. Students were proud of their portfolios and the progress they were making towards accreditation. At another centre, a young student who could not read or write before he enrolled was very positive about the gains he had made. He could now write the days of the week, months of the year and fill in simple forms and he had joined his local library. He was confident about continuing with his studies. His commitment was clear; he had never been late or missed a lesson and often walked to the centre if there were delays in public transport.

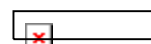
120. Most literacy and numeracy teachers are appropriately qualified. Recent updating training for the teachers of basic skills is recognised by the college as contributing to the improvement of teaching and learning. Some rooms are very small and lack space where teachers can talk to individual students in private. Learning materials are good and appropriate for students' needs.

121. Students are well supported by their teachers. They speak highly of the help they receive both in relation to their studies and personally. Teachers are willing to try new approaches to meet the needs of individuals or groups. For example, at one site, two adult students studying on a construction programme are set specific course-related work. The work has to be completed in the workshop or at home as homework. In return, they have to make regular appointments and adhere to learning objectives. This model is increasingly being adopted for a wide range of students studying at the site.

### ***Leadership and management***

122. At one site, the management of the curriculum is good. The practice at other college locations varies considerably. The quality assurance systems are unevenly applied across the college. The monitoring activities are not rigorous enough to ensure that the provision throughout the college is good. The take-up of basic skills support by those students who have been assessed with literacy and numeracy needs is low. The harmonious and tolerant ethos at all centres is a significant strength of the college. Basic skills students benefit from learning in such welcoming places.

### **Provision for students with learning difficulties and/or disabilities**



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

#### ***Strengths***

- good range of courses to meet the needs of students
- good teaching and learning at two centres
- good student progress at two centres



- effective learning support
- productive partnerships meeting the needs of the community.

### ***Weaknesses***

- unsatisfactory teaching in some lessons
- insufficient use of individual learning plans
- poor accommodation at some centres
- poorly implemented quality assurance.

### ***Scope of provision***

123. Courses for students with learning difficulties and/or disabilities are offered at the four main college centres and at eight community centres. Overall, there is a very broad range of courses to meet the needs and interests of students and to help them progress. There are approximately 190 students enrolled at the main college centres and a further 320 students are enrolled on a variety of courses offered at the community centres. The majority of students are adults with fewer than 50 aged 16 to 19. Courses are designed for a wide range of students' needs, including those of students with moderate learning difficulties, severe learning difficulties, profound and multiple difficulties, physical disabilities, difficult behaviour, specific learning difficulties (dyslexia), as well as those recovering from mental illness. Programmes include full-time and part-time courses in pre-vocational, enterprise and independent living skills.

### ***Achievement and standards***

124. Students' attendance in lessons is high. They are enthusiastic and interested in the activities provided by teachers during their lessons. On the Team Enterprise programme, students run a flower shop in the college. They purchase the flowers from a local flower market and have to arrive at the market at 6.00 a.m. Activities are structured to encourage decision-making skills and self-reliance. For example, students on the arts and creativity programme were able to develop several different approaches to creating a batik design. At the beginning of the lesson, the tutor reminded them of these different approaches using examples of the students' work. Students then decided which pattern and approach they would use to produce their final design. Most students achieve the aims and objectives set for lessons. In addition, students achieve a wide range of personal and social skills. For example, students were able to identify some of their own mistakes in the lesson and demonstrated ways of coping with them. Students' attainments include skills in turn taking, understanding body language and evaluating their own performance. There is good development of students' analytical skills. For example, in a lesson on understanding body language, individual

students were helped to analyse photographs of role-plays in which they had taken part. They were questioned very closely to help them identify what their body language was communicating in each photograph.

125. There is little use of initial assessment, individual learning plans and progress reviews. In some centres, there is insufficient use of precise targets with times for achievement to organise a scheme of work for individual students and to measure the full range of their achievements. Many achievements are neither formally recognised nor recorded. At one centre, where there is excellent target setting based on thorough initial assessment, targets are achieved.

### ***Quality of education and training***

126. There is good teaching and learning at two of the college's main centres. The most effective lessons are well planned, taking good account of individual, group and programme goals. There are clear and high expectations for students' performance and behaviour in class. Activities and projects are stimulating, relevant to students, and develop a wide range of skills. In one lesson, the teacher skilfully used a range of musical instruments, voice and CD recordings to demonstrate concepts such as 'high' and 'low'. On many programmes, teachers set particularly demanding targets and make effective use of feedback to students about their progress during lessons. In these lessons, very good use is made of learning support assistants. Students demonstrate good levels of progress during some lessons. Teachers carefully check the understanding of individuals.

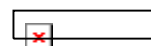
127. There is, however, some unsatisfactory teaching at other centres. In these lessons, activities are not sufficiently well designed to meet the needs of all individuals. Some tasks and learning resources are inappropriate. There is a lack of experienced teachers to work with students with learning difficulties and disabilities in the community. Some specialist teachers are not aware of appropriate teaching methods for students with the types of disabilities in their lessons. There is some poor classroom management. Some students are not fully involved in lessons. The work contained in students' files is not always marked and lacks evaluative comments. Comments in students' progress reviews are too general and superficial. Teachers often do not record achievement or give guidance to students about how to improve their work.

128. There is a good ratio of tutors and learning support assistants to students. Some learning support assistants are being trained to become specialist tutors. Accommodation is not always adequate to meet the needs of students or to create an effective place for learning. Some accommodation is noisy and, in one case, lessons were interrupted as the room was used for other purposes. Some teaching rooms are too small for the numbers of students in the class. One session, carried out in a large sports hall, had inadequate heating.

### ***Leadership and management***

129. There are productive external partnerships with community groups such as MENCAP, Leonard Cheshire homes and Ealing hospital and these provide a variety of learning opportunities for students. A co-ordinator has been appointed recently for each centre to ensure closer management of courses based in the community. Implementation of quality assurance procedures is poor. Not all tutors have been observed teaching. Some procedures have not yet been standardised across all centres. For example, processes for initial assessment and for constructing individual learning plans vary considerably between centres. Systems are not yet established for sharing expertise and good practice. Quality assurance procedures do not ensure that all students achieve well and have a comparable experience.

## **Part D: College data**



**Table 1: Enrolments by level of study and age**

Level	16-18 %	19+ %
1	19	30
2	30	17
3	33	10
4/5	0	3
Other	18	40
<b>Total</b>	<b>100</b>	<b>100</b>

Source: provided by the college in 2002

**Table 2: Enrolments by curriculum area and age**

Curriculum area	16-18 No.	19+ No.	Total Enrolments %
Science and mathematics	1,319	1,915	8
Land-based provision	6	84	0
Construction	286	1,058	3
Engineering, technology and manufacture	164	447	2
Business administration, management and professional	876	2,999	10
Information and communication technology	909	3,840	12
Retailing, customer service and transportation	24	80	0
Hospitality, sports, leisure and travel	279	700	3
Hairdressing and beauty therapy	249	1,107	3
Health, social care and public services	436	1,421	5
Visual and performing arts and media	660	1,258	5
Humanities	852	487	3
English, languages and communication	910	1,834	7
Foundation programmes	2,318	12,443	38
<b>Total</b>	<b>9,288</b>	<b>29,673</b>	<b>100</b>

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		1999	2000	2001	1999	2000	2001
<b>1</b>	Starters excluding transfers	719	817	557	2,496	2,140	1,856
	Retention rate (%)	72	69	78	78	72	70
	National average (%)	77	78	79	74	77	80
	Pass rate (%)	50	56	71	32	53	67
	National average (%)	57	63	65	56	66	69
<b>2</b>	Starters excluding transfers	2,062	1,629	1,603	2,849	2,656	2,648
	Retention rate (%)	71	74	69	76	68	68
	National average (%)	73	74	74	75	77	78
	Pass rate (%)	49	56	60	54	52	63
	National average (%)	63	67	67	62	65	65
<b>3</b>	Starters excluding transfers	3,091	2,261	3,356	2,334	2,336	2,401
	Retention rate (%)	86	62	73	77	70	66
	National average (%)	75	75	74	76	78	77
	Pass rate (%)	71	73	74	62	62	67
	National average (%)	66	68	69	61	64	66
<b>4/5</b>	Starters excluding transfers	16	7	0	463	461	254
	Retention rate (%)	63	43	*	85	81	85
	National average (%)	78	77	**	83	84	83
	Pass rate (%)	60	100	*	46	42	41
	National average (%)	57	68	**	50	51	48

*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).*

*\* numbers too low to provide a valid calculation*

*\*\* data unavailable*

*Sources of information:*

*1. National averages: Benchmarking Data 1999 to 2001: Retention and Achievement Rates in*

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

**Table 4: Quality of teaching observed during the inspection**

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	61	33	6	98
Level 2 (intermediate)	59	35	6	65
Level 1 (foundation)	55	38	7	58
Other sessions	66	28	6	64
<b>Totals</b>	<b>60</b>	<b>34</b>	<b>6</b>	<b>285</b>