



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Craven College

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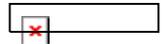
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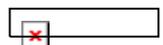
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Basic information about the college

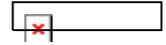


Name of college:	Craven College
Type of college:	General Further Education
Principal:	Alan Blackwell
Address of college:	High Street Skipton North Yorkshire BD23 1JY
Telephone number:	01756 791411
Fax number:	01756 794872
Chair of governors:	Derek Evans
Unique reference number:	130591
Name of reporting inspector:	Ruth James HMI
Dates of inspection:	13-17 October 2003

Part A: Summary

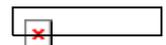


Information about the college



Craven College was established in 1894. It has its centre in the market town of Skipton and draws many of its students from the dispersed towns and villages of the Yorkshire Dales. A significant number of students come from the Aire Valley corridor to the south and nearby towns such as Ilkley. The two principal campuses are in Skipton town centre and at Aireville on the outskirts of the town. The Aireville campus is the principal campus for teaching the curriculum for students aged 16 to 18. The High Street campus focuses mainly on higher level courses. A network of rural centres, opened with European financial support, covers an area of 600 square miles. This includes centres in Bentham, Ingleton, Settle, Nidderdale, Middleham, and Grassington. Work-based learning is managed by the college's business development unit, Tyro Training. In 2002/03, there were 950 full-time students, 727 aged 16 to 18 and 223 aged 19+. There were 10,189 part-time students, of whom 9,248 were adults. A larger proportion of all enrolments was at level 1 than at levels 2 and 3. Provision is offered in most areas of learning, but with very small numbers in construction, engineering, and retail. In 2001/02, the proportion of female students was 65%. Some 3% of students were from a minority ethnic background.

How effective is the college?



The quality of education and training in four of the inspected areas of learning was judged to be good, and in four it was judged to be satisfactory.

Key strengths

- strong leadership

- extensive range of effective partnerships

- wide range of courses which meets community needs

- high pass rates for many adult courses

- good support for students

- effective industry links

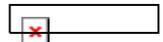
- sound financial management.

What should be improved

- low retention rates for some courses
- management of data
- use of targets to monitor performance
- differences in the quality of teaching in different areas of learning
- compliance with quality assurance arrangements
- management of work-based learning.

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
Land-based provision	Satisfactory. There are high retention and pass rates on many short and part-time courses, but retention rates on first diploma courses are low. A wide range of additional vocational qualifications is available. Teaching and learning activities lack variety and challenge. Student support is strong and there are good links with industry.

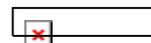
Business	Good. There is much good teaching and support for students is good. Pass rates are high on some courses, but retention and pass rates are low on the National Vocational Qualification (NVQ) business administration course. There are good industry links and key skills are well integrated on business courses. In some classes, there is insufficient differentiation.
Information and communications technology	Satisfactory. There are high pass and retention rates for most courses at levels 1 and 2. Pass rates for level 3 courses in 2003 were low. Teaching and learning in outreach centres are good. There are effective strategies to widen participation, but insufficient vocational opportunities for full-time students. There are weaknesses in curriculum management.
Hospitality, sport, leisure and travel	Satisfactory. Retention rates for some courses are low. There is much good teaching in travel and sport. Support for all students is effective and a wide range of part-time vocational courses is available. There are extensive industry links. Work-based learning is poorly organised.
Hairdressing and beauty therapy	Good. There is much good teaching. The commercial learning environment and opportunities are good. Assessment practices are effective and students are well supported. In work-based learning, achievement is low and there is insufficient use of individual learning plans (ILPs).
Health, social care and public services	Satisfactory. Pass rates for many courses are high, but retention rates are low on some courses. Teaching is well planned. The college response to student needs and to community needs is effective. NVQ distance learning courses have been poorly organised.
Visual and performing arts and media	Good. There are high pass rates for level 3 courses, but retention rates for some full-time and part-time courses are low. Much teaching is good. Provision for part-time students is wide ranging and effective. The standard of practical work on many courses is good. There is insufficient access to information and communications technology (ICT) for full-time students.
Literacy and numeracy	Good. There is much good teaching. Learning support and curriculum support through skills teams are effective. Successful summer schools are organised and staff development is comprehensive. Widening participation strategies are successful. There is too much reliance on generic paper-based resources in some lessons.

How well is the college led and managed?



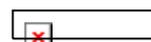
Leadership and management are good. Overall retention and pass rates for adult courses are satisfactory or better. Overall pass rates for students aged 16 to 18 are satisfactory and retention rates have improved from unsatisfactory levels in 2002 to satisfactory levels in 2003. The principal and senior management team provide strong leadership and governance is effective. Financial management is sound. Managers have developed a wide range of curriculum initiatives involving extensive collaborative and partnership activity with employers, public service bodies and voluntary agencies. Quality assurance arrangements, including self-assessment, are comprehensive, but are not always fully implemented. The management of data and the use of targets to monitor performance are not fully effective. The curriculum is well managed. The college provides good value for money.

To what extent is the college educationally and socially inclusive?



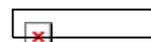
The college's response to education and social inclusion is good. The college has successfully established a welcoming and supportive environment that is valued by students. Courses meet the needs of the local community, school-leavers and employers. Access for people with mobility difficulties is good in most centres. Local partnerships and collaborative ventures help the college to widen participation and shape the development of educational provision in the area. There are strong links with local schools. The college serves a wide geographical area and has set up a network of 11 rural centres to meet local needs across the Dales. Senior college staff take a lead role in successful basic skills developments in the area. The learning support team provides good and sensitive support for students with additional learning needs. The college actively promotes equality of opportunity for students and staff. Policies are in place which meet the requirements of the Race Relations (Amendment) Act and staff training has taken place. Equal opportunities are effectively promoted, especially through the tutorial programme, although formal monitoring is limited.

How well are students and trainees guided and supported?



Support for students is good. Prospective students are provided with good impartial pre-entry information and guidance. Admissions arrangements are effective and the induction process for full-time students is generally comprehensive. There are appropriate induction arrangements for most part-time students. Arrangements for initial assessment and the provision of learning support are good. Tutorial provision is well structured. Students receive effective support from their personal tutors on personal and study issues. Students value the informal support provided by teachers. Attendance is monitored closely and student absences are followed up quickly. Information and advice on financial matters, careers education and health and welfare matters are readily available. Financial assistance is available for students who need it. Induction for some work-based learning students is unsatisfactory.

Students' views of the college



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

What students like about the college

- friendly and welcoming college environment

- adult atmosphere

- supportive teachers

- choice of courses available

- educational visits

- local provision in outreach centres

- good advice and guidance.

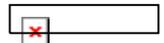
What they feel could be improved

- access to (IT) in classrooms

- the number of computers available in the learning resource centres

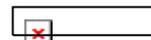
- restaurant and refreshment facilities in some buildings.

Other information



The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings 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 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 provision, work-based learning and/or leadership and management.

Part B: The college as a whole



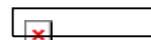
Summary of grades awarded to teaching and learning by inspectors

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	58	35	7
19+ and WBL*	83	15	2
Learning 16-18	62	28	10
19+ and WBL*	79	21	0

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

*work-based learning

Achievement and standards



1. Data on students' achievements were provided by the LSC for 2001 and 2002, and by the college for 2003.

16 to 18 year olds

2. During 2002/03, over half (54%) the enrolments for students aged 16 to 18 were at level 1, with 18% at level 2 and 23% at level 3. At level 1, overall retention rates have been consistently above national averages and in 2003 the retention rate was high. At level 2, retention rates were in the bottom 25% of colleges in 2001 and 2002, but in 2003 the overall retention rate improved to just above the national average. At level 3, retention rates fell to 14% below the national average in 2002, but improved to a figure close to the national average in 2003. Retention rates for short courses were above national averages between 2000 and 2003. Pass rates improved between 2000 and 2003. At level 1, the overall pass rate was low in 2000, but by 2003 this had improved to 83%; well above the national average of 71%. At level 2, pass rates were in line with national averages between 2000 and 2002 and improved to a high figure in 2003. At level 3, the overall pass rate was low in 2000, but in line with national averages between 2001 and 2003. Short course pass rates were also in line with national averages between 2001 and 2003.

3. Students work is of a high standard in business and students are able to analyse, criticise and present logical arguments with increasing intellectual maturity. Students make good use of examples from local businesses in their work. Self-confidence and self-esteem are also developed effectively. In health and social care, students develop confidence as well as social and communication skills. In public services, students' vocabulary is developed well and they learn to use terminology relating to behaviour articulately. There are examples showing good use of ICT skills in students' work, but in many areas this remains underdeveloped.

4. On many vocational courses, practical skills are developed to a high standard. For example, students on outdoor education courses develop particularly good canoeing and kayaking skills.

Hairdressing and beauty therapy students demonstrate a high standard of vocational practical skills, as well as personal and learning skills. Practical skills are satisfactory for land-based students. During the inspection, attendance in all areas was above 80%, except in business where it averaged 78%. Progression to higher level courses and relevant employment is good.

5. The college has contracts with the LSC for work-based learning for programmes in land-based provision, construction, engineering, business, customer services, hospitality, hairdressing, health and social care. The largest numbers are for health and social care, business, customer services, and hairdressing. The overall pass rate for NVQs and modern apprenticeships since 2000, within the planned duration, is low, at 35%. Of the students who started in 2000/01 and 2001/02, 50% have so far successfully completed their programmes in business, 50% in hospitality, but only 7% in each of hairdressing, and health and social care. Retention rate figures for the same period are; 50% in business, 60% in hospitality, 30% in hairdressing and 45% in health and social care. Early indications are that both retention and pass rates are improving for students who started their programmes in 2002 and 2003.

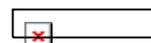
6. Many students have made slow progress towards their qualification goals and do not complete their programme on time. In the last three years, no modern apprentice in health and social care has completed within the planned duration. Modern apprentices often achieve high standards in their work. In hairdressing, they demonstrate practical skills at a higher level than would normally be expected for that stage of their programme.

Adult learners

7. Just over 70% of adult enrolments were at level 1 in 2002/03, 17% at level 2 and 8% at level 3. Overall retention rates for long courses rose at level 1 but fell at levels 2 and 3 between 2000 and 2003. At level 1, retention rates were consistently well above national averages between 2000 and 2003, placing the college in the top 25% of colleges for this measure in 2002. At levels 2 and 3, retention rates fell significantly and were low in 2001, but improved and were only slightly below national average in 2002 and 2003. Short course retention rates were above national average between 2000 and 2003. Pass rates for long courses showed significant improvement overall between 2000 and 2003 and at all levels were well above national averages in 2003. Between 2000 and 2003, the overall level 1 pass rate improved by over 30%. In 2002, the college was in the top 25% of colleges for this measure. At level 2, the pass rate fell in 2002, but remained above national average. At level 3, the pass rate rose by 27% between 2000 and 2003, and in 2002 the college was in the top 10% of colleges.

8. In business, adult work is of a high standard and students can effectively apply their theory knowledge to their own experiences in employment. Many adult students attain their own personal learning goals. In ICT, students develop generic ICT skills. One student was successfully applying these to enable her to use specialist software in lacemaking design. In art, many students produce work of high standard. On one ceramics course, all students attained distinctions. Art students' portfolios from the foundation diploma show good use of a range of techniques and materials, which are used to produce exciting and original work. On many part-time courses, personal and learning skills are also well developed. For example, students on an Asian textiles course learn sewing skills at the same time as successfully developing their literacy and social skills. Literacy and numeracy students speak confidently in lessons and promote their own ideas. Attendance of adult students was slightly lower than that for students aged 16 to 18 in most areas, but it exceeded 75%, except in land-based provision and business.

Quality of education and training



9. Teaching and learning are good. Almost two thirds of observed lessons featured good or better

better than that of students aged 16 to 18. Over 80% of adult lessons observed were found to have good or better teaching, while the proportion for students aged 16 to 18 was 58%. There were similar differences in the grades awarded for learning. There are considerable differences in the quality of teaching and learning in different curriculum areas. In business, and hairdressing and beauty therapy more than three quarters of lessons featured good or better teaching, but in land-based provision this was so in fewer than half of the observed lessons. There is no unsatisfactory teaching in business or hairdressing and beauty therapy. There is less good teaching and learning at level 2 than at other levels and the teaching at level 1 is better than that at level 3.

10. In business, teaching makes good use of part-time students' experiences in their own work to make effective links between theory and practice. In hairdressing and beauty therapy, activities are structured, relevant and demanding. There are frequent checks of students' understanding. Theory lessons are followed by demonstration and skills practice to reinforce learning. In art classes for part-time adult students, work is planned to put studies into a realistic context. In a calligraphy lesson, the students illustrated the work of students in a creative writing class. Where teaching is less successful, for example in land-based provision, lessons are uninspiring, students are not well motivated and learning is not reinforced.

11. Key skills are co-ordinated well and there are appropriate and effective links between key skills, basic skills and additional learning support. The college has enthusiastically embraced the 'Skills for Life' agenda with full support from a senior level. This has created a focus on literacy and numeracy throughout the college which is more strongly embedded in some areas than others. These developments have been underpinned by comprehensive staff development and the creation of new curriculum-based posts to support staff and students in curriculum areas. Key skills are particularly well integrated into the teaching of business.

12. Staff are well qualified and many also have relevant industrial experience. There is a comprehensive staff development programme and staff participation is high. Appropriate specialist equipment is available in most curriculum areas, but in some there is insufficient for the number of students. While the overall number of computers is adequate, access to ICT and its use for teaching and learning are a weakness in some curriculum areas, such as land-based provision and visual and performing arts and media. Students are not provided with college e-mail accounts. There are insufficient data projectors at the main college sites. Accommodation is satisfactory overall. All sites are well maintained. Most outreach centres have good access for students with mobility difficulties. Parts of the High Street campus and the beauty salon are inaccessible for wheelchair users, but there are plans to install lifts in both in the near future.

13. At the main college sites, most rooms are bright and attractive. Restaurant and refreshment facilities are adequate. The accommodation for land-based provision is new and pleasant, but it is not large enough to accommodate the growing number of students. Similarly there is insufficient space for students in the hairdressing salon and production kitchen. Crèche and nursery facilities, awarded grade 1 in a recent Ofsted inspection, are available for the children of staff and students. There are two learning resource centres, one at each of the main college sites. They are appropriately stocked with books and other materials. Staff offer a research service and collate website addresses, local and national newspaper cuttings and some television references on request. There are a good number of spaces for quiet study at each site. The college intranet is well designed and gives access to a wide range of resources. All but two of the outreach centres are connected to the network and students can view the catalogue through the intranet and reserve books which are delivered to the centre when they become available.

14. Assessment practices are good in sport, travel, and hairdressing and beauty. For many work-based students, assessment is less effective. Initial assessments for all full-time and substantial part-time students are effectively managed. Teachers often use the information gained to plan lessons effectively. Students with identified needs are referred to the learning support team. ILPs are used in tutorials to monitor progress and set targets. In the majority of cases, students' progress is thoroughly monitored. Personal tutors work with students to set individual learning goals. In a minority of curriculum areas, but significantly in provision for work-based students, ILPs are not used effectively. Where this is the case, planning is inadequate, assessment is slow and there is a lack of rigour in target setting and monitoring. In many curriculum areas, assessment is well planned and

assignments are well designed and relevant. Assignments are generally marked promptly and returned with helpful feedback indicating how students can improve their standards. There are policies and procedures for internal verification and moderation in accordance with the requirements of awarding bodies. There are particularly thorough verification procedures in ICT, health and social care, and in art, design and media. The college provides parents with reports on full-time students' progress annually. There is also an open evening once a year for parents to receive information about their sons' and daughters' progress.

15. The range and various levels of college courses are considerable. Courses in a curriculum area often extend from pre-entry level to level 4, and in some cases to level 5, with good opportunities for students to progress through levels, broadening and refining their opportunities for employment. For example, students on the commercial aviation operations course may progress from intermediate level qualifications to higher national/degree level, all within the college. Where the college does not offer courses, for example in engineering, it works closely with its partners to ensure that there is suitable provision elsewhere. The college pays particular attention to meeting the needs of adult students, including those who have not participated in education for some time. As well as the wide range of programmes at Skipton, the rural centres network offers a growing number of study opportunities, including through e-learning, such as 'Learndirect' programmes, especially in ICT, for which the college is a major provider in North Yorkshire. The College of the Dales, of which the college is a leading partner, extends community provision and provides a focus for the rational planning and delivery of outreach programmes.

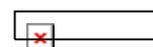
16. The college has extensive and highly productive partnerships and involvement in project activity. It has good working relationships with local schools. Pupils aged 14 to 16 years participate in vocational 'taster' programmes and there are weekend 'clubs' to introduce pupils to the college and the world of work. Partnerships with the voluntary and public sector, for example, with environmental and land-based agencies, have informed and facilitated course development. The college is vigilant in meeting the needs of its minority ethnic communities. Tyro Training, the college's business development arm, is the main supplier of business training in the district, including work-based learning, serving around 5,000 students and 400 companies in 2002/03. There are many initiatives to work with employers. For example, the college has been actively involved in responding to the outcomes of the foot and mouth disease epidemic and the impact on traditional Dales occupations. Good links with employers positively enhance students' experiences. Full-time students may opt to participate in a range of sporting and leisure activities, additional to their main course of study. There are a number of sporting competitions and external visits organised. The level of student support for these varies, given the rural location of the college and the distance which many students travel.

17. The college offers prospective students appropriate advice and guidance to enable them to make an informed choice of course. Information on the range of support services available is set out in the student handbook. A number of key student documents are available in Braille, large print and audio versions. College staff visit schools and careers events and invite pupils to attend taster courses. A college summer school supports students who may require additional help and guidance. Students' needs are assessed prior to the start of the summer school and activities are put on to develop individual study skills and confidence. Induction is effective in introducing students to the college and their courses. In most cases, students who join a course late also have an appropriate induction. Induction in some areas of work-based learning is not effective. A good range of services is offered to students, including counselling, welfare advice, and careers guidance. Support staff are well qualified and experienced and the college has good links with local specialist support agencies. Financial assistance is managed appropriately. Managers are proactive and responsive. For example, a subsidised travel scheme has been recently negotiated with local transport providers. The student services team, which includes a central admissions officer, participates in induction and offers impartial course and careers advice. Students also receive effective careers advice from their teachers and more formally, from Connexions advisors.

18. Learning support is successfully promoted by the college. There is good communication between most teachers and the learning support department. Recently this link has been strengthened through the work of skills representatives in each curriculum area. Each skills representative is trained in key skills, basic skills and additional learning support. It is too early to evaluate the full effectiveness of these roles, but early signs suggest that they are having a positive impact on

learning. Initial assessments identify students' needs for help with numeracy and literacy. Take up of numeracy and literacy support offered is good and much of the one-to-one support is effective. The well-structured weekly tutorial programme, for full-time and substantial part-time students, includes core elements and specific themes. Examples of these themes include equality of opportunity and health and the environment. Individual tutorials are used effectively to monitor and support students' progress, although in some cases students only receive one individual tutorial a term. Tutorials are not observed as part of the college's scheme of lesson observations. Students' attendance is regularly monitored and absences followed up. Students report considerable satisfaction with the additional informal support of their teachers.

Leadership and management



19. Leadership and management are good. The principal and senior management team provide strong leadership. Overall pass rates on adult courses are high and retention rates are above national averages for the majority of courses. Overall pass rates for students aged 16 to 18 are satisfactory and retention rates are improving from unsatisfactory levels in 2001 and 2002. There is a clear vision which is well communicated to staff and is supported by them. Six strategic priorities are underpinned by objectives in the three-year plan. There is a flat management structure with an open and accessible style. Communications are good and staff morale is high.

20. Governors are committed and supportive. They demonstrate a good understanding of the strategic vision of the college and the national further education (FE) context. The weaknesses in governance identified at the last inspection have been addressed. The board has no vacancies and the search committee has a waiting list of candidates. Attendance at meetings is good and members work well with senior managers. All governors are linked to academic and cross-college areas and produce reports on their findings to the board. The committees fulfil their duties well. Progress against college targets is monitored by the quality and standards committee. Members are appropriately involved in strategic planning and carry out their own self-assessment. Governor expertise has been used to good effect in finance, legal and partnership matters.

21. Financial management is sound. Funding targets have been exceeded for the past three years and operational surpluses have been used together with external funds to improve college accommodation and equipment. There are significant cash reserves and no borrowing requirement. The management team and the governors monitor the financial position carefully and make good use of financial performance indicators. Audit reports have found no weaknesses in systems or procedures. The college provides good value for money. Low teaching hours for staff are offset by high staff participation in additional responsibilities and development initiatives.

22. Three senior managers share responsibility for 11 divisional managers who oversee the delivery of the college portfolio of courses. The vision of a community college responsive to local needs is reflected in a wide range of curriculum initiatives involving extensive collaborative and partnership activity with employers, public service bodies and voluntary agencies. Care homes, Leeds/Bradford airport, the local mosque, the local livestock market, rural centres, and small businesses have all entered into projects with the college to meet identified needs and widen participation. Management action has attracted additional funding from a variety of sources.

23. Curriculum management in most areas is good. Course tutors are supported by curriculum co-ordinators. Course teams meet regularly and part-time staff are paid to attend some of these meetings. In many curriculum areas, the outcomes of these meetings are recorded appropriately with agreed actions identified, named individuals responsible and deadlines. However, in some cases, recording is not sufficiently rigorous or agreed actions are not followed up at subsequent meetings.

24. Staff have access to the management information system (MIS) and live data, but they do not

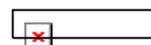
always use this to generate the figures for key performance indicators used in course reviews and self-assessment. Inspectors experienced some difficulty in reconciling retention rate data from different sources. Software can provide across year comparisons helpful to divisional and senior managers. The response of MIS staff to information requests is fast and effective.

25. There are comprehensive quality assurance procedures in place, but they are not always rigorously implemented. Course self-assessment reports and development plans are produced annually by teams. These are aggregated to form the college self-assessment report and development plan. The plans are cross-referenced to strategic objectives and self-assessment is linked into the strategic planning cycle. The lack of use of targets and performance indicators to improve quality was identified as a weakness in the last inspection and it remains at an early stage of development. Low overall retention rates for students aged 16 to 18 in 2002 were not identified as a weakness in the college self-assessment report. Some support areas still do not have service targets or performance indicators in use. Observation of lessons is carried out by trained observers and observations are moderated by a central team of senior managers and teacher training staff. Some areas did not complete the planned number of observations in 2002/03 so that the college target was not met. College teaching and learning grade profiles are significantly higher than those awarded by inspectors. The quality steering group monitors awarding body reports, reviews and develops quality assurance activities, and identifies key issues. Quality improvement teams address areas of concern, for example retention rates on work-based learning courses. There is a strong focus on achievement with a task group reconvened annually to address specific performance issues. Staff and student surveys are used to good effect. Actions taken on identified student issues are reported in the student handbook. Student representatives are included in course team meetings. Student complaints are logged centrally and dealt with efficiently.

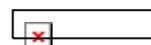
26. Appraisal of full-time staff is effective, although at the time of the inspection not all staff had been appraised within the previous 12 months. An appraisal process for part-time staff is in the early stages of development. Appraisal is used to help to identify training needs together with a college-wide survey and informal discussions. The programme of staff development activity is wide ranging. It is co-ordinated centrally through the staff development manager who makes good use of external funds to supplement the core budget, for example to finance a programme of Special Educational Needs Disability Act (SENDA) training. The quality of in-house staff development is high and staff satisfaction rates reflect this.

27. The college effectively promotes equal opportunities for students and staff. It is embedded in the strategic and operational plans. The equal opportunity policy provides a sound framework, with separate policies for racial equality and harassment. The requirements of the Race Relations (Amendment) and (SENDA) have been met, with detailed action plans and extensive staff and governor training. The equal opportunities committee works effectively in dealing with issues brought to its attention. Monitoring of student progress and achievement for equal opportunities is not systematic. A strong focus on equality of opportunity is evident in the curriculum. It is stressed at induction and is a significant element in the tutorial programme.

Part C: Curriculum and occupational areas



Land-based provision



Overall provision in this area is satisfactory (grade 3)

Strengths

- high retention and pass rates on many short and part-time courses

- effective use of additional vocational qualifications on full-time courses

- strong student support

- extensive and productive links with industry.

Weaknesses

- low retention rates on all first diploma courses

- insufficient challenge and lack of variety in teaching

- poor integration of skills obtained on work experience into the curriculum.

Scope of provision

28. The college offers a wide range of full-time and part-time courses from levels 1 to 3. Full-time courses include first diplomas in animal care, horse care, agriculture and horticulture and countryside and national diplomas in animal care, countryside management, and horse care. Part-time and short courses lead to nationally recognised qualifications in horse care, horticulture, gardening, floristry and land-based courses, such as chain saw proficiency. In addition, part-time college certificate courses are offered in dry stone walling, hedge laying, farm animal husbandry, dog training, dog grooming, fly fishing, equine and small animal care. Some 114 full-time and 322 part-time students are enrolled on land-based courses. There are nine work-based students on NVQ courses.

Achievement and standards

29. Retention and pass rates on most part-time courses are at or above national averages. There are low retention rates on all first diploma courses. In 2002/03, the pass rate on all national diploma courses was high. The standard of students' written work is satisfactory. There is some excellent work in countryside showing the sophisticated use of digital technology to illustrate assignments. Most students demonstrate a satisfactory level of practical skills. There is good progression to the next level of study and to employment. In 2003, 80% of full-time students progressed to the next level of course or to employment. The majority of full-time students achieve one or more additional qualifications

A sample of retention and pass rates in land-based provision, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
NCFE floristry (short)	1	No. of starts	**	19	15
		% retention	**	95	100
		% pass rate	**	61	80
Land-based short courses (saw related)	2	No. of starts	108	96	91
		% retention	100	100	99
		% pass rate	82	85	88
First diplomas in land-based subjects	2	No. of starts	28	30	19
		% retention	57	73	63
		% pass rate	47	64	83
National diplomas in land-based subjects	3	No. of starts	*	*	25
		% retention	*	*	88
		% pass rate	*	*	95
Pesticides courses (short)	3	No. of starts	14	19	25
		% retention	100	100	100
		% pass rate	93	84	92

Source: ISR (2001 and 2002), college (2003)

** data unreliable*

*** course not offered or did not run*

Quality of education and training

30. Most teaching is satisfactory. It is well planned with clear and up-to-date schemes of work. However, most lessons are uninspiring. Teaching does not fully motivate students and learning is not reinforced. Teaching rarely involves students in analytical discussion, peer-assessment or self-assessment. Individual learning styles are identified for full-time students, but are not recorded on lesson plans and not well catered for during lessons. One teacher used a CD ROM on a single computer and the large group had difficulty seeing the small screen.

31. The land-based unit has recently moved to a new site at the local livestock market close to the college, providing a direct and visible link with the agricultural industry. The classrooms are cramped for larger groups of students. The unit has stabling for 13 horses in both a traditional and an American barn system. There is a covered school with a small viewing gallery and a set of show jumps. The equine unit is being used to capacity and there are plans for an outside riding arena. The animal care unit has not yet been fully stocked and students use other facilities for animal handling. The move to the livestock market has resulted in a drop in the use of the learning resource centre.

32. The college has long-standing links with the land-based industry and countryside students carry out hedge-laying, fencing and walling at the request of local landowners, providing a useful service to the community. There is a wide range of work placements including veterinary practices, riding establishments, pet shops, dog grooming parlours, rescue organisations and national parks. Formal links between the college and work placement providers are weak. There is no formal tracking of the training received on work experience and minimal monitoring of the students' learning and progress. The practical skills that students gain on work placement are not effectively used to inform teaching and learning needs on their return to college.

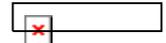
33. Feedback on written assessments is detailed, with clear advice on how to achieve better grades. Most assignments show a good mix of practical and theory, but assessment of theory tends to lack variety, depending on essay-type answers. The internal verification system does not have a clear sampling strategy. There is no internal verification of practical assessments.

34. There is strong support for students. There is a summer school to identify student needs, introduce the vocational area and to bridge the gap between school and college. A significant number of full-time students require additional support and they are provided with individual support teachers in class if necessary. Teachers give help willingly out of lesson time and extra lessons are arranged for students who have difficulties. For example an extra riding lesson was given to two students who had experienced problems. Both students grew in confidence. Students have a group tutorial once a week and an individual tutorial once a term. Actions identified in individual tutorials and targets set are not sufficiently specific.

Leadership and management

35. Leadership and management are generally good. Course teams work well together and the move to a new site has been well managed. Student numbers have grown rapidly and new staff have been recruited. Induction of part-time staff is weak. There are weekly course team meetings and effective informal communication between full-time staff. Communication with part-time staff is less effective. The self-assessment report was realistic overall, but data cited in the report did not always match that held by the college MIS

Business



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

Strengths

- high pass rates on GCE A-level and GCE AS business and word processing stage 1

- much good teaching

- good support for students

- effective integration of key skills in business courses

- good utilisation of extensive business links.

Weaknesses

- o low retention and pass rates on NVQ business administration courses

- o lack of differentiation in some classes.

Scope of provision

36. The college offers a broad range of part-time business and administration courses from level 1 to higher education (HE). These include specialist professional courses in accounting, marketing and management. Courses for full-time students include certificate in administration, General Certificate of Secondary Education (GCSE) and Advanced Vocational Certificate of Education (AVCE) in business and General Certificate of Education Advanced Subsidiary (GCE AS) and GCE Advanced levels (A levels) in business and accounting. Students can also choose from a range of additional qualifications. There are 206 students aged 16 to 18 and 201 adult students. Within work-based learning there are 16 modern apprentices.

Achievement and standards

37. Pass rates are above national averages for many courses. There are high pass rates for GCE AS and A-level business studies and word processing stage 1. Retention rates are improving on most courses with the exception of NVQ administration level 2 where both retention and pass rates are low. Retention rates are high for AVCE in business and the pass rate is above the national average. Retention and pass rates are low for GCE AS accounting. Students' work is of a high standard. Many students gain in confidence and self-esteem and are able to analyse, criticise and present logical arguments with increasing intellectual maturity. Students enjoy working together and on their own in class, and are able to reach good standards at appropriate stages of their course. Written work is well presented, with many assignments and portfolios constructed in a detailed and meticulous manner. Attendance was poor during the inspection.

A sample of retention and pass rates in business, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
Word processing (stage 1)	1	No. of starts	72	77	128
		% retention	68	82	89
		% pass rate	*	83	89
NVQ accounting	2	No. of starts	**	17	20
		% retention	**	59	95
		% pass rate	**	90	58
NVQ administration	2	No. of starts	41	20	20
		% retention	68	80	50
		% pass rate	82	81	30
GCE AS business/management/office studies		No. of starts	17	19	21
		% retention	35	84	95
		% pass rate	*	81	95
Diploma in	3	No. of starts	60	48	35

keeping (short)		% pass rate	60	73	54
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Source: ISR (2001 and 2002), college (2003)

* data unreliable

** fewer than 15 starts

Quality of education and training

38. Most teaching is good. Teachers plan lessons well and use a variety of appropriate teaching methods, making frequent checks to ensure that students understand. Teachers have a good rapport with students and offer good support during class activities. This was most evident in business administration classes where teachers managed a wide range of practical activities, giving immediate and helpful feedback to individuals. Teaching links theory and practice effectively, particularly in classes for part-time students. In a management class for example, the teacher encouraged students to share their own experiences from a variety of industries. This enabled students to develop a good level of understanding in marketing, linking Porter's theory to their own job roles and working environments. This was followed up with discussions using up-to-date case studies from well-known companies. In an AVCE lesson, students discussed marketing for local businesses and were encouraged to research potential local demand for new services by designing a customer survey. The class was planned to maximise student interest and integrate key skills and a key skills teacher was available for additional support. Links developed with local business and through partnership with Tyro Training enhance learning by providing a range of opportunities for visits, guest speakers and appropriate work placements. In the minority of less successful lessons there is a heavy reliance on teacher exposition, with excessive note taking and use of outdated teaching materials or a lack of differentiation resulting in the progress of the most able students being inhibited and less able students struggling.

39. Staff are well qualified and both full-time and part-time staff regularly attend staff development events. Some staff have also benefited from industrial updating. Good specialist IT resources are available, but these are not sufficiently used to integrate ICT for research or teaching and learning in some business classes. Accommodation is of a good standard and there are attractive wall displays demonstrating student achievement and activities. Resources for students are good and independent study is encouraged. The learning resource centre is well equipped and accessible to all students. It does, however, struggle to satisfy demand in busy periods. There are learning materials available on the developing intranet site for some courses.

40. There is good tracking of student progress and students receive prompt and carefully considered feedback on their assessments. This is especially detailed on full-time business and administration courses. In AVCE, business assignments are annotated showing students how to improve. On administration and accounting courses, students are carefully coached in examination practice. Internal verification is not always sufficiently rigorous.

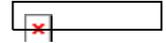
41. Induction is effective and well planned, enabling students to settle into their courses quickly. Staff provide appropriate guidance and support to students on both curriculum and personal issues. All full-time students have individual tutorials. However, the meetings are irregular and ILPs are not always updated or short-term targets agreed. There are no formal procedures in place for part-time students.

Leadership and management

42. Leadership and management are good. Course management is effective with well-maintained systems and documentation. There is a strong emphasis on equal opportunities. Informal communications between staff are good. There is, however, insufficient sharing of good practice and no formal mechanism for this to occur. Although targets are set at course team meetings these are not always regularly reviewed. Self-assessment is carried out annually. Some course reviews lack detail. There are many part-time staff and they are effectively integrated and utilised as a key source of up-to-date business experience. Sometimes, however, part-time staff are not sufficiently involved

in curriculum planning and review.

Information and communications technology



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

Strengths

- high pass and retention rates on most courses at levels 1 and 2

- effective strategies to widen participation

- effective staff development

- good teaching and learning in outreach centres.

Weaknesses

- low pass rates in 2003 on some level 3 courses

- insufficient vocational opportunities for students

- weak aspects of curriculum management.

Scope of provision

43. A wide range of courses is available. Many part-time and short courses are offered at community venues as well as the main sites. Full-time courses include General National Vocational Qualification (GNVQ) intermediate ICT, AVCE in ICT, and GCE AS and A-level ICT. Part-time courses include computer literacy and information technology (CLAIT), European computer driving licence (ECDL) and a range of introductory courses to meet the needs of the wider local community. Drop-in provision is available at several centres in remote rural areas. There is flexible learning provision in some centres and students are able to work towards different qualifications in the same class. Progression pathways are available from entry level to higher national level. There are nearly 700 students in total, the majority being adults on part-time courses.

Achievement and standards

44. Retention and pass rates on many part-time courses at levels 1 and 2 are above the national averages. These include short courses such as the START award in technology, computing and IT with retention rates of over 95% in 2002 and 2003. Retention and pass rates on the one-year CLAIT courses have been consistently above national averages for the three years to 2003. The retention rate for GNVQ intermediate ICT was low in 2002 and the pass rate was very low in 2003. At level 3, many pass rates were low in 2003. For example, pass rates on the GCE AS, GCE A level and AVCE in ICT are low and for all three courses these were over 10% below the national averages in 2003. The standard of much students' work is good and students are well motivated. Many adult students at outreach centres achieve their own personal goals. For example, one student was able to learn generic ICT skills to enable her to use specialist software related to lacemaking design.

A sample of retention and pass rates in information and communications technology, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
Certificate in introduction to computing (1 year)	1	No. of starts	129	121	60
		% retention	79	90	92
		% pass rate	24	84	67
Certificate in introduction to computing (short)	1	No. of starts	1,110	926	453
		% retention	95	98	92
		% pass rate	70	72	88
CLAIT stage 1 (1 year)	1	No. of starts	294	224	204
		% retention	87	86	86
		% pass rate	75	69	71
START award in technology, computing and IT (short)	1	No. of starts	*	50	378
		% retention	*	100	99
		% pass rate	*	96	88
ECDL (1 year)	2	No. of starts	93	230	301
		% retention	56	77	76
		% pass rate	92	75	89
GCE AS ICT	3	No. of starts	*	15	29
		% retention	*	87	86
		% pass rate	*	54	48
GNVQ advanced/ AVCE in ICT	3	No. of starts	24	**	19
		% retention	58	**	95
		% pass rate	79	**	67

Source: ISR (2001 and 2002), college (2003)

* course not offered or did not run

** fewer than 15 students were enrolled

Quality of education and training

45. The majority of teaching is satisfactory or better. In outreach centres, all teaching and learning is

good or better. In one lesson in an outreach centre, mature students were inspired by their teacher and were actively learning. The rapport was very good and the students progressed rapidly through new word-processing techniques. Learning was checked by short assessments, and prompt feedback encouraged the students to attain well. On full-time courses, the quality of teaching and learning is more varied. In the better lessons, plans are clear and focused on individual learning needs. In one lesson, the plan included detailed activities and outcomes for each student. This was later completed to provide a record of individual progress and to set targets for the next lesson. In poorer lessons, teaching is uninspiring and takes little account of individual needs. In the majority of lessons, learning is satisfactory or better. Usually students are well motivated and committed and work enthusiastically on new topics. In three observed lessons, students were not engaged in learning because of distractions and interruptions. The standard of learning materials is variable. Some materials are copies of written texts. Better practice includes the use of real case studies which closely relate to students' interests. For example, in one lesson, students used search engine techniques to investigate the latest news on an international football match incident.

46. Most accommodation is good, especially at the community venues. Access for wheelchair users is good and there is a range of specialist equipment for students with disabilities. In one lesson, students with a variety of disabilities and learning difficulties were well supported by dedicated teaching assistants who worked closely with the teacher. Staff are appropriately qualified and take up professional development which enhances their skills. Equipment is modern and software is of industry standard. However, there are insufficient data projection facilities on the main sites.

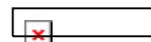
47. Assessment procedures are satisfactory. Students are aware of the standards required to achieve particular grades and teachers give clear constructive feedback. Students on full-time courses keep their portfolios in satisfactory order and development and progress of their work are evident. Teachers keep adequate records of students' progress in individual files which are regularly updated. Some teachers use short assessments on floppy disks to ascertain students' progress and to give prompt feedback. There is a robust system to ensure that assignments are at an appropriate standard which includes moderation before issue. Use is made of a national forum for CLAIT teachers to disseminate good assessment practice.

48. There is considerable provision in the community to match the variable needs of those who live in remote rural areas. Progression routes in ICT are available from entry level to level 4. There is a lack of vocational opportunities for full-time students to experience the world of work. There are limited visits to industry or commerce. There are no formal arrangements across the provision for work experience placements or for visiting speakers.

Leadership and management

49. There are weaknesses in leadership and management. The self-assessment report lacks clarity. Data is not analysed with sufficient rigour. Some weaknesses, such as the low pass rates at level 3, are not adequately addressed in the development plan. The management of timetabling, rooming, data and funding issues is imprecise. Some classes are allocated to inappropriate accommodation and students are distracted. The co-ordination of the outreach centres is good. Lesson observations are thorough and records are detailed and propose action but not all staff have been observed in the last year. There was a good correlation between the inspection observation profile and that of college managers.

Hospitality, sport, leisure and travel



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

Strengths

- much good teaching and learning in travel and sport
- wide range of vocational part-time courses
- effective support for students
- good resources for outdoor education
- extensive industrial links.

Weaknesses

- low retention rates on some courses
- insufficient availability and use of ICT to enhance learning
- examples of poor practice in catering practical sessions
- poorly organised work-based learning.

Scope of provision

50. The college offers a wide range of courses in hospitality, sport, leisure, travel and tourism for full-time and part-time students, and for a small number of students in the workplace. They include full-time NVQ, first and national diplomas, GCSE and GCE AS and GCE A-level courses. There is a good range of vocational qualifications available part time or as short courses. These include several cookery and hospitality courses, food safety, and a comprehensive range of sports and outdoor pursuits awards such as fitness instructor, community sports leaders awards, mountain leader awards, climbing, caving, and kayaking. There is no level 1 sport or travel specific provision. At the time of the inspection, there were 28 students aged 16 to 18 and 131 adults enrolled on catering and hospitality courses; and 123 students aged 16 to 18 and 29 adults on sport, travel and tourism courses. In addition, there were 10 modern apprentices.

Achievement and standards

51. Both pass and retention rates for intermediate leisure and travel courses were high in 2002 and

2003. Many short courses also have consistently high pass and retention rates. These include the first certificate in food safety, certificate in sugar flowers, certificate in introduction to cookery skills and the community sports leader award. Retention rates and pass rates were low on several national diploma courses in 2002 and 2003. For example, for the national diploma in hotel and catering operations, the retention rate was 15% in 2002. For leisure studies, retention rates were low in both 2002 and 2003. However, the pass rate improved and was high in 2003. The pass rate for travel and tourism was below national averages in 2002 and 2003. The proportions of students progressing to the second year of the GCE A-level sport and physical education course in 2002 and the AVCE (double award) course in 2003 were small. Pass rates for many NVQ courses in catering subjects are above national averages, but there are examples of low retention rates, particularly in 2002. Attendance and punctuality are good. Students on outdoor education courses develop high standards in kayaking and canoeing skills. Most written coursework is well presented and at level 2 some is of a high standard. Many level 3 students demonstrate good research skills. Most students gain appropriate employment or progress to higher-level study.

A sample of retention and pass rates in hospitality, sport, leisure and tourism, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
NVQ in catering and hospitality (serving food and drink) (1 year)	2	No. of starts	20	20	**
		% retention	75	65	**
		% pass rate	87	85	**
First certificate in food safety (short)	2	No. of starts	1,022	1,163	1,591
		% retention	100	100	100
		% pass rate	95	95	94
Intermediate qualifications in leisure and travel	2	No. of starts	**	28	19
		% retention	**	89	95
		% pass rate	**	92	100
National diploma in travel and tourism	3	No. of starts	18	20	20
		% retention	78	60	100
		% pass rate	100	67	75

Source: ISR (2001 and 2002), college (2003)

*** fewer than 15 students enrolled*

Quality of education and training

52. Much teaching in sport and travel is good or better. In catering, it is mainly satisfactory. In the best lessons, planning is effective with a variety of learning activities including challenging activities for the more able students. Teacher and student relationships are good and teachers use good open questioning. In one lively lesson, the teacher maintained the interest of students recently introduced to the Spanish language with question and answer, group activities, tests and conversational Spanish. The teacher had high expectations and a friendly authority, which kept all students on task. In a sport lesson on the relationship between joints and muscle movement, the teacher's enthusiasm for the subject, together with a variety of well-planned group activities, inspired the students. A minority of lessons lack variety and are inappropriately paced. In practical catering lessons, students sometimes use the wrong tools for tasks and demonstrate inappropriate techniques. Not all students wear appropriate protective footwear. In the production kitchen, students on different NVQ courses are not given clearly defined job roles and tasks appropriate to the level of their course and they are unduly dependent on the teacher for guidance. There is insufficient workspace, which makes it difficult for students to work in a methodical professional manner.

53. Teachers are well qualified and several have recent industrial experience. Equipment to support

outdoor education is good. This includes canoes and kayaks and mountaineering and caving equipment which is well maintained. The college uses local facilities including a sports hall and outdoor facilities. Some catering equipment is dated. In some classrooms noise from elsewhere is distracting. There is insufficient use of ICT in teaching and learning. Its use is not identified in schemes of work or lesson plans. Sports students studying motion analysis do not use video cameras which would help them evaluate their actions. The college intranet has materials for travel and tourism and catering. An interactive whiteboard is available in one centre, but few staff have been trained in its use.

54. Assessment is generally well planned. Teachers correct errors in written work and provide helpful comments. Assessment activities in outdoor education allow students to work and achieve at their own pace, and provide opportunities for the more able students to demonstrate higher levels of skills and knowledge. In work-based learning, initial assessment is not adequately used to inform individual training needs. Individual learning plans do not contain clear targets. There is inadequate employer involvement in training and assessment planning.

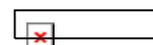
55. Industry links are very good for the whole area and students benefit from well organised work experience and other enhancement opportunities. A partnership with Leeds Bradford Airport has been developed for the delivery of aviation operations and customer service qualifications. Outdoor education students run and lead activity lessons for local schools. Travel and tourism students work with holiday retailers and at Leeds Bradford airport. Employers also sponsor events, give presentations and provide case study material for coursework assignments. Sports and outdoor students benefit from offsite residential activities. In hospitality and catering, students experience a comprehensive programme of talks and presentations from visiting employers. Guest chefs from industry also regularly work with catering students on themed dinners organised at the college.

56. Students value the support they receive from their teachers. Students at risk of failure are set clear targets for improvement and provided with additional support. Good support and guidance are offered to students with specific learning difficulties. In travel and catering students who gain poor grades at GCSE are invited to attend a summer school before their course commences which helps improve their skills in literacy and numeracy as well as building confidence. In travel, students attend subject workshops and receive help with their coursework.

Leadership and management

57. Leadership and management are good. Regular meetings of course teams are held and minutes detail actions that need to be taken and those responsible for implementation. These are followed up promptly. Many staff have undertaken industrial updating and appropriate qualification updates. Staff contribute to course reviews which form the basis of the self-assessment report and development plan. New courses have been introduced to better meet student needs. Some data quoted in the self-assessment report does not correspond with that held centrally on the MIS and the report is lacking in rigour. The organisation of work-based learning is poor.

Hairdressing and beauty therapy



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

Strengths

- much good teaching and learning

- good commercial learning environment and opportunities

- effective assessment practices

- good support for students.

Weaknesses

- low pass rates for work-based students

- insufficient use of ILPs for work-based students.

Scope of provision

58. There are 244 students enrolled. Of these, around 100 attend full-time courses in hairdressing, beauty therapy, holistic therapy and sports therapy. Part-time courses have attracted approximately 150 students for reflexology, body massage, Indian head massage, nail art/extensions and media makeup. At the time of the inspection, there were 20 work-based students, working towards a foundation modern apprenticeship. The college also offers junior hair and beauty weekends. There are opportunities for progression and many links with schools.

Achievement and standards

59. Most pass rates are at or around the national averages. Pass rates for level 2 courses are often above national averages. They are high for many of the holistic therapy courses, with 100% achievement in the diploma in reflexology for 2002 and 2003. Retention rates have improved over the last three years and are now largely satisfactory. Retention rates were high on NVQ hair and beauty programmes in 2003, but they remained low for the body massage diploma. Work-based students achieve poorly in their NVQs and framework qualifications. Although it was an improvement on earlier years, only 18% of students achieved the foundation framework in 2003. None progressed to the advanced modern apprenticeship. All students, including work-based students, reach high standards in their practical skills, often exceeding the expected level for the stage of their programme. They demonstrate very good subject knowledge. Many students are accredited for prior learning and there is good development of personal and learning skills. The standard of students' written work is good.

A sample of retention and pass rates in hairdressing and beauty therapy, 2001 to 2003

Qualification	Level	Completion year:	2000	2001	2002
Indian head massage diploma (short)	2	No. of starts	30	73	55
		% retention	100	84	87
		% pass rate	67	93	98

Nail art diploma (1 year)	2	No. of starts	17	60	68
		% retention	59	63	75
		% pass rate	90	95	94
NVQ in hairdressing (2 year)	2	No. of starts	40	37	**
		% retention	18	24	**
		% pass rate	*	100	**
NVQ in beauty therapy (1 year)	2	No. of starts	31	**	19
		% retention	48	**	84
		% pass rate	100	**	81
Body massage diploma (1 year)	3	No. of starts	25	63	33
		% retention	48	57	70
		% pass rate	100	97	96
Diploma in reflexology (1 year)	3	No. of starts	47	36	23
		% retention	83	78	65
		% pass rate	100	89	100

Source: ISR (2001 and 2002), college (2003)

* data unreliable

** fewer than 15 students enrolled

Quality of education and training

60. Most teaching and learning is good or better and none is less than satisfactory. It is well planned and lessons have a clear structure. Learning objectives are explained to students carefully. Learning activities are structured, relevant and demanding. Where appropriate, they are modified to suit the abilities and needs of the group so that all the students can benefit. Teachers make regular checks of students' understanding. Theory sessions are followed by demonstrations and practice of skills to reinforce learning. Some lesson plans identify key skill assessment opportunities.

61. Teachers are well qualified and have relevant industrial experience and are able to share this with the students. There are adequate textbooks in the learning resource centre and students have weekly timetabled computer sessions. This enables them to work on assignments and have access to vocational tutors. An interactive whiteboard is situated in an adequate theory room. Students study in an appropriately commercial and realistic environment. The hair and beauty academy is an attractive building, near the centre of Skipton. It is run on a commercial basis. The college employs a full-time receptionist who encourages a good client base for students' assessments. Three salon managers are employed to work with clients and to open the salons at weekends and holidays, providing students with the opportunity to attend additional workshops and gain further work experience. In practical salon sessions, students at all levels work together, increasing assessment opportunities and providing a realistic environment. There is a good supply of specialist equipment, which adequately reflects industrial standards. There are plans to refurbish the salons and install a lift. The lift will improve access to the beauty salon on the first floor.

62. Full-time students attend work placements and many are subsequently employed at the end of their studies. As well as using local employers, the college also has good links to a wider range of work experiences. For example, hair and beauty students work with a local theatre group applying the make-up and hairdressing for their shows. The local sports centre, gym and health spa are also used for providing experiences for beauty and holistic therapy students.

63. Students are offered a wide range of additional qualifications to enrich their learning experience

and enhance their employability. For example, hairdressing students may study beauty therapy, nail art and nail extensions. All full-time students obtain a diploma in reception. Other enrichment opportunities include ear piercing, flower arranging for reception areas, and tanning systems. Students visit exhibitions in hair and beauty and are encouraged to participate in external and internal competitions. They also have the opportunity to attend confidence building activities and there are demonstrations and presentations by many guest speakers.

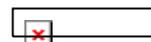
64. Support for all students, including work-based students, is very good. Induction and initial assessment are thorough. Additional support needs are addressed promptly and effectively by a vocational teacher with basic skills experience. Teachers are supportive and individual tutorials for full-time students are well managed. Individual learning plans for full-time students have clear, challenging targets and progress is well monitored. Those for work-based students lack clear targets for the achievement of NVQ units and key skills, and do not record achievements. They are not shared with the students and employers, or subject teachers.

65. Assessment practices are good and are applied consistently. Students are encouraged to progress at a good pace and to be aware of what they have achieved and what is left to do. The assessment procedure allows those with prior knowledge to 'fast track' to the appropriate level. Monitoring and recording of assessment outcomes are effective and there are regular meetings to share good assessment practice. Teachers are encouraged to assess key skills as an integral part of the vocational subject. The work-based learning assessor visits the workplace at least every month and has started to identify opportunities for assessing key skills. Internal verification procedures are thorough and meet the awarding body requirements.

Leadership and management

66. Leadership and management are good, with an innovative approach to the teaching of a wide range of provision. Managers support staff and there is a strong mentoring system for new staff. Staff appraisal, communication and the sharing of good practice are very effective. Staff are responsive to the needs of students and also to the needs of industry. Monitoring of assessment is standardised across the provision. The academy is run on a commercial basis with financial targets set for services and retail. Good budgeting and clear financial target setting has led to the salon greatly exceeding its target in 2003. Staff development is well planned and executed and all staff, including part-time staff, participate. Development plans and self-assessment plans are largely accurate, with challenging yet attainable targets.

Health, social care and public services



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

Strengths

- much good achievement

- well-planned teaching

- good response to students' and community needs.

Weaknesses

- low retention rates on some courses
- poor organisation of NVQ programmes.

Scope of provision

67. The college provides a range of full-time and part-time courses, from level 1 to level 4, although there are no full-time courses at level 1. Full-time provision includes courses in public services, early years, care and access to nursing and health studies courses. Part-time courses are available in care, playwork, pre-school practice, childminding, access to nursing and health studies and counselling. Work-based learning in care and early years is offered to foundation and advanced modern apprentices. NVQs are offered through distance learning. There are 115 full-time and 126 part-time students.

Achievement and standards

68. Pass rates for many courses are at or above national averages at levels 2 and 3. For the access to nursing course, the national certificate in caring, preparation for uniformed services, the certificate in basic counselling skills, and the national diploma in public services, they are consistently 10 percentage points higher than national averages. Retention rates are low for some courses. Retention rates are significantly below the national average for the NVQ in care, level 3, the NVQ in early years, level 3 and the diploma in pre-school practice. Completion rates for work-based students and distance students are low. Between 2001 and 2003, no modern apprentice has completed the framework within the planned duration. Only one student completed the full framework and only 25% completed the NVQ. Between August 2002 and July 2003, only 13% of NVQ care, levels 2 and 3, distance learning students registered with the care consortium completed their training. Students benefit from good preparation for work, for further training or for higher level courses. Students gain confidence and improve their social and communication skills. Attendance is good.

A sample of retention and pass rates in health, social care and public services, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
Certificate in basic counselling skills	2	No. of starts	**	27	24
		% retention	**	93	71
		% pass rate	**	88	100
NVQ in care	3	No. of starts	23	**	40
		% retention	48	**	5
		% pass rate	100	**	50
NVQ in early years	3	No. of starts	53	15	35
		% retention	21	60	17
		% pass rate	0	16	33
Diploma in pre-school	3	No. of starts	18	16	**

practice	% retention	44	44	**
	% pass rate	100	100	**

Source: ISR (2001 and 2002), college (2003)

* data unreliable

** fewer than 15 students enrolled

Quality of education and training

69. The majority of teaching is good or better. Schemes of work and lesson plans are comprehensive and learning materials are well prepared and well produced. In the best lessons, imaginative tasks are planned and these engage the full attention of the students. In one lesson, family groups from three well known television soap operas were used to explore contemporary family forms and relationship. In another, students were put in the role of a community police officer who came across a potential emergency whilst on the beat. They had to plan their response until a more senior officer arrived and then explain what actions they had taken. Teachers plan to vary their approach to meet individual learning needs, although in some lessons insufficient attention is paid to this. Adult students on part-time courses enliven lessons by sharing their life and work experiences. Teachers are appropriately qualified and experienced and they make interesting use of their time as practitioners. In the less effective lessons, learning is not always checked and it is rare for strategies to encourage non-participants to be used. The teaching of modern apprentices and NVQ students is satisfactory.

70. Students on full-time courses are assessed regularly and receive formative feedback after their assignments are marked. Their progress is monitored and reviewed and new targets are set. Some work-based students and NVQ distance students do not receive adequate support. Visits by assessors to workplaces are irregular and progress is slow. Some students have been in training for a considerable time and the process of evidence collection has not yet begun. Others have completed elements from a range of units, but have not fully completed any units. At some workplaces, liaison between the assessor and the work-based supervisor is unsatisfactory.

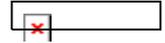
71. There is a strong response to students' needs. Students have their basic skills assessed and support is arranged by a designated learning support co-ordinator. This could be classroom support, one-to-one support or even support at home for students who are full-time workers. For public service students, the college arranges vocational activities, such as visits to the Metropolitan Police and the Police College. Here, students have access to a range of specialist equipment not otherwise available to them and to an extended range of experience. The college has been responsive to community need. Distance learning has been introduced for care workers who must now become qualified to continue to be employed. Courses for qualifications for child minders are offered, in response to a request from the early years' partnership. In an effective joint training arrangement with Airedale hospital, the college provides underpinning knowledge for care students. Opportunities have been created to offer learning to disaffected young people.

Leadership and management

72. Leadership and management are satisfactory. Most courses are well organised. Staff meetings are held regularly and are well documented. Curriculum managers have developed a strong team ethos and students benefit from the good practice which is shared by the staff. Effective leadership has led to the establishment of training courses to meet community needs. However, communications and the sharing of good practice between Tyro Training and the care division are underdeveloped. Staff have developed professionally as a result of being observed in their teaching and receiving feedback. Poor performance on NVQ distance learning and modern apprentices' programmes has not been addressed until very recently. Action has been taken, but it will be some time before any changes in outcomes can be evaluated. The self-assessment reports were comprehensive, in terms of breadth, but they were not sufficiently self-critical and analysis of data lacked rigour. Planned action does not set enough quantitative targets.

73. Equal opportunities, cultural diversity and individual rights are mandatory areas of study on all care, early years and public service courses. Classroom discussion provides evidence that students have good understanding and are able to apply the principles of equal opportunity in their practice at work placement.

Visual and performing arts and media



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

Strengths

- high pass rates on level 3 courses

- much good teaching

- wide ranging and effective provision for part-time students

- good standards of practical work on many courses.

Weaknesses

- low retention rates on some full-time and part-time courses

- insufficient ICT facilities to support learning.

Scope of provision

74. The college offers a wide selection of courses. Full-time provision is at the Aireville campus and includes level 3 vocational courses in performing arts, media, and art and design and the diploma in foundation studies which is also available part time. There are also full-time intermediate GNVQ courses in art and design, performing arts and media. An entry-level course, which offers students with learning difficulties and/or disabilities the opportunity to study art and design, has recently been introduced. GCE AS and A-level courses are offered in art and design, textiles, photography, graphics, media, film studies, video and drama. A total of 909 students were enrolled at the time of inspection. Of these, 12% were full-time students aged 16 to 18. Part-time day and evening courses, based at Skipton and rural outreach centres, are diverse. Students have the opportunity to study from entry level to level 4 and courses range from traditional art and design provision such as watercolour, photography and ceramics to African drumming and Asian textiles.

Achievement and standards

75. There are high pass rates on many level 3 courses. For example, GCE AS pass rates were significantly above the national average in 2003 for art studies/fine arts, photography, and film/video production. For GCE A-level media studies and film studies, the pass rates were 100%. Level 3 vocational courses also have high pass rates. In 2003, the pass rate for the foundation diploma in art and design was 100%, well above the national average. Retention rates varied, but in 2003 there were improvements at all levels. Nevertheless, on some full-time and part-time courses the retention rate remains low. For example, the retention rates for the City and Guilds creative skills certificate were well below the national averages in 2002 and 2003. Retention rates for a number of photography courses have been consistently low for the past three years.

76. Students produce good practical work. Portfolios on the diploma in foundation studies course show a high level of competence in drawing, design and experimentation with media. Sketchbooks are fresh and vibrant and students are encouraged to use a range of techniques and materials, which results in exciting and original work. Film and media students produce good work, which is underpinned by appropriate theoretical knowledge and understanding of the industry. In part-time classes, teachers encourage students to experiment and attempt challenging projects, which result in the accomplishment of work of a high standard. Level 2 ceramics examination pieces showed sound technical skills and a variety of individual interpretations and all students gained distinctions. Adult students are enthusiastic about their experience and identify the development of personal confidence as an important aspect of their learning. Many students progress to further studies. For example, in 2003/04, five students from the City and Guilds embroidery class enrolled on the college's Higher National Certificate (HNC) textiles course and three students from the Bentham community centre progressed to the foundation diploma.

A sample of retention and pass rates in visual and performing arts and media, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
Certificate in art and design (short)	1	No. of starts	165	313	234
		% retention	98	95	94
		% pass rate	68	32	93
START award in creative arts (short)	1	No. of starts	16	20	36
		% retention	100	100	86
		% pass rate	25	100	81
City and Guilds 7802 creative skills certificate	2	No. of starts	*	28	15
		% retention	*	57	60
		% pass rate	*	88	89
Advanced vocational qualifications in art/media	3	No. of starts	20	24	23
		% retention	50	83	96
		% pass rate	100	90	91
GCE AS art studies/fine art	3	No. of starts	29	29	33
		% retention	76	79	76
		% pass rate	86	83	96
Diploma in foundation studies	3	No. of starts	33	20	21
		% retention	94	75	90
		% pass rate	87	100	100

Source: ISR (2001 and 2002), college (2003)

* course not offered or did not run

Quality of education and training

77. Much teaching is good, with little that is less than satisfactory. The majority of courses have well-planned schemes of work and lesson plans. On full-time courses, realistic briefs reflect the requirements of the industry. Teachers carefully check individual student's progress. All part-time teachers keep an individual student log and adapt teaching methods according to individuals' needs. Work is planned to put studies into a realistic context. For example, in a calligraphy lesson the teacher arranged for students to illustrate the work of a creative writing class who met on the same evening. The work produced was thoughtful and inventive and all students valued the collaborative process. There is much emphasis on the acquisition of research and analytical skills to develop individual work. Teachers make frequent use of exemplars to guide students in the production of assessment pieces.

78. Internally developed Craven College qualifications are used to validate many courses for adults. These offer good opportunities for internal progression across a range of subjects. In the best, practice the qualification is used imaginatively to respond to community needs. For example, an interpreter and literacy support worker help to deliver an Asian textiles course based in Skipton. The teacher and students collaborate to unite sewing techniques from both cultures and use Asian textiles to make traditional garments.

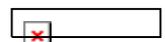
79. Good networks have been established for students' enrichment activities. Full-time and part-time students are offered opportunities to be involved in local, regional, and European visits. Partnerships include the 'Printlink' group which provides a base for professional artists to use the college's printmaking facilities and gives students access to 'artists-in-residence'. The college also has a formal partnership link with a local television company who sponsor final year shows and offer many opportunities for students to learn first hand about the industry.

80. Most equipment is appropriate, but there is a shortfall in basic media equipment, such as editing equipment, to meet the needs of large numbers of students. There is no ICT provision in the art block to provide a teaching room/independent study facility for assignments which require teacher support and input. This limits the opportunity for students to learn and extend skills in research, project development and presentation techniques.

Leadership and management

81. The area is well managed. The divisional manager holds regular meetings and is actively involved in curriculum planning, quality assurance, and staff development. All staff are appraised regularly and are encouraged to develop their professional skills. A particular strength is the support for part-time teachers. For example, a part-time teacher of textiles is currently taking a postgraduate degree and there are frequent visits to community centres by full-time staff to establish an effective curriculum across all outreach provision. A comprehensive communications system is in place to ensure part-time staff are kept up to date with relevant information. The self-assessment report identifies most weaknesses, but there is insufficient evaluation of data, including retention rates and high grades, resulting in a lack of specific actions to address certain issues.

Literacy and numeracy



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

Strengths

- much good teaching and learning
- strong and effective curriculum-based skills teams
- productive basic skills summer school
- effective learning support which improves achievement
- comprehensive and effective college staff development
- successful widening of participation through the college's lead in regional developments.

Weaknesses

- over-reliance on generic learning materials
- lack of guidance and support for some inexperienced part-time teachers.

Scope of provision

82. The college offers a wide range of literacy and numeracy provision for adults and young people, from pre-entry level to level 2. Key skills application of number is offered at levels 1 and 2 and there are courses for GCSE English and mathematics. The majority of students work towards qualifications, whilst others work towards individual targets. Full-time students receive significant opportunities to further develop literacy and numeracy skills as part of their main programme of study.

Achievement and standards

83. Many students make good progress, achieving well in their studies and in their personal development. They are well motivated and reach good standards. They are confident and relaxed with teachers and are able to challenge and promote their own ideas. They act with maturity and rise to the challenges offered them. Students develop independent study skills. A large proportion of students receiving additional learning support are successful with their main course of study.

A sample of retention and pass rates in literacy and numeracy, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
Key skills communication	1	No. of starts	351	380	528
		% retention	88	52	72
		% pass rate	43	59	30
Key skills application of number	1	No. of starts	387	351	388
		% retention	76	52	76
		% pass rate	43	37	26
Level 1 numeracy qualifications	1	No. of starts	19	28	17
		% retention	95	96	100
		% pass rate	100	100	100
GCSE English language	2	No. of starts	64	60	55
		% retention	78	82	67
		% pass rate	90	76	78
GCSE mathematics	2	No. of starts	79	81	81
		% retention	56	78	82
		% pass rate	48	35	29

Source: ISR (2001 and 2002), college (2003)

Quality of education and training

84. Much teaching and learning is good or better, and some is outstanding. Teaching is well structured. The positive interaction between students and teachers promotes good learning. In the best lessons, teachers deploy a multi-sensory approach to their teaching. Lessons are divided into short focused activities which build on each other, keeping students active and engaged. For example, in a key skills lesson, travel and tourism students were set clear objectives to discuss how they should work as a team. After the five minutes they had been given had expired they were set the next challenge, which they had to carry out without talking. They did this with maturity. Subsequently, they moved on to an exercise designed to identify how they operated as an individual within a team. They were able to identify their own strengths and weaknesses. The lesson was lively and engaging. Teachers often use good questioning techniques to check understanding and elicit ideas and suggestions from students.

85. In the less effective lessons, the variety of teaching methods is restricted. Lessons begin with a common whole class introduction, followed by written tasks using generic worksheets. There is insufficient use of vocationally relevant learning materials, although differing levels of ability are catered for by worksheets varying in complexity.

86. The provision of additional learning support is managed well. All students have an initial assessment of their support needs and the outcomes are used in many ILPs to set targets for their progression. Learning plans are also used to identify students' needs for differentiated teaching materials and to record learning outcomes. However, some ILPs are not properly completed. There are clear assessment plans and assignments are spread evenly throughout the year. Students identified as being at risk are referred to a summer school, either in a vocational area, such as travel and tourism and countryside, or a generic basic skills summer school. These successful summer schools ensure a smooth transition into college life. Students who have attended have settled into college better than was expected by their teachers. It is planned to extend this project to other curriculum areas next year. Pastoral support and tutorial arrangements for students are good.

87. Full-time teachers are well qualified and experienced. A large number of part-time teachers are

trainees. Part-time teachers are effectively supported in the learning support area, but the level of support those in the curriculum areas receive varies, and in some it is inadequate. Insufficient guidance and support result in some staff functioning ineffectively in the classroom. Other resources for teaching and learning are satisfactory. Outreach learning centres are linked to the college through the intranet and books are regularly delivered to rural centres.

88. The college has very good links with the local community and has successfully widened the participation of non-traditional students. The college is involved with many national and local projects to widen participation. A mentor supports students with both learning and personal difficulties and a project aimed at women and disabled people exceeded its target. Another project led to parents coming into college to acquire a higher level of basic skills in order to support their childrens' learning.

Leadership and management

89. Leadership and management are good. The college has a high profile as a lead partner in the teaching of basic skills in the area. The learner support manager chairs the college consortium for basic skills, and several other local partnerships. These partnerships have been able to secure additional external funding which has funded community projects, resulting in widened participation. The basic skills co-ordinator and three development workers work with local industry to deliver basic skills in the workplace. In college, strong organisational and working links between different groups of curriculum staff and the additional learning support area lead to effective support for students. The skills representatives work closely with vocational teachers to develop both resources and staff understanding of basic and key skills. Managers ensure that provision is flexible. Training and staff development for full-time staff is comprehensive, and most teachers in other curriculum areas have had some training in basic skills from basic skills staff.

Part D: College data

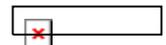


Table 1: Enrolments by level of study and age

Level	16-18 %	19+ %
1	54	71
2	18	17
3	23	8
4/5	0	0
Other	5	4
Total	100	100



Source: provided by the college in 2003

Table 2: Enrolments by curriculum area and age

Curriculum area	16-18	19+	Total
	No.	No.	Enrolments (%)
Science and mathematics	198	209	2
Land-based provision	131	919	6
Construction	0	0	0
Engineering, technology and manufacture	7	70	0
Business administration, management and professional	285	699	5
Information and communication technology	190	1,784	11
Retailing, customer service and transportation	1	133	1
Hospitality, sports, leisure and travel	543	1,627	12
Hairdressing and beauty therapy	228	338	3
Health, social care and public services	653	3,391	23
Visual and performing arts and media	439	1,680	12
Humanities	290	158	3
English, languages and communication	235	514	4
Foundation programmes	1,530	453	11
Unknown area of learning	509	696	7
Total	5,239	12,671	100

Source: provided by the college in 2003

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2000	2001	2002	2000	2001	2002
1	Starters excluding transfers	768	356	477	2,626	1,741	1,917
	Retention rate	84	81	79	81	77	81
	National average	76	75	76	73	69	70
	Pass rate	41	64	68	53	82	83

	National average	65	69	71	66	68	71
2	Starters excluding transfers	810	633	832	1,303	1,267	1,406
	Retention rate	76	61	62	74	59	67
	National average	72	70	72	70	68	68
	Pass rate	70	74	75	69	84	76
	National average	67	69	71	64	68	72
3	Starters excluding transfers	708	888	884	818	815	718
	Retention rate	58	67	63	72	59	68
	National average	67	71	77	69	68	70
	Pass rate	58	74	78	61	77	87
	National average	75	77	79	66	69	72
4/5	Starters excluding transfers	*	*	*	110	71	76
	Retention rate	*	*	*	46	55	50
	National average	66	73	71	67	67	67
	Pass rate	*	*	*	67	100	82
	National average	65	54	53	58	55	56

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/tertiary colleges or sixth form colleges).

Sources of information:

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

2. College rates for 2000 to 2002: College ISR.

** numbers too low to provide a valid calculation*

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

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	63	28	8	60
Level 2 (intermediate)	56	38	7	45
Level 1 (foundation)	89	11	0	18

Other sessions	77	23	0	22
Totals	66	28	6	145

Note: percentages may not total 100% as a result of rounding

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