

## Grimsby College

*The Ofsted/ALI inspection of Grimsby College was carried out at the same time as a QAA subject review of Media HE provision. This was a pilot event to evaluate the extent to which the burden of bureaucracy could be reduced by this process.*

The Ofsted/ALI media inspection findings are [here](#).

The QAA report is available on its web site - [www.qaa.ac.uk](http://www.qaa.ac.uk).

### CONTENTS

---

#### [Basic information about the college](#)

#### [Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

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

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

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

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

[Students' views of the college](#)

[Other information](#)

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

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

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

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

[Mathematics and science](#)

[Construction](#)

[Engineering](#)

[Business, administration, management and professional](#)

[Information and communications technology](#)

[Hospitality, sports, leisure and travel](#)

[Hairdressing and beauty therapy](#)

[Health and social care](#)

[Media](#)

[English and modern foreign languages](#)

[Foundation programmes \(literacy and numeracy\)](#)

[Part D: College data](#)

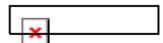
[Table 1: Enrolments by level of study and age](#)

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

[Table 3: Retention and achievement](#)

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

**Basic information about the college**

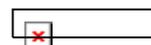


---

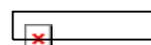
Name of college:	Grimsby College
Type of college:	General Further Education
Principal:	Daniel Khan
Address of college:	Nuns Corner Grimsby NE Lincolnshire DN34 5BQ
Telephone number:	01472 311222
Fax number:	01472 879924

Chair of governors:	Rodger McCracken
Unique reference number:	130585
Name of reporting inspector:	William Lewis
Dates of inspection:	3-13 November 2003

## Part A: Summary



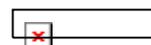
### Information about the college



Grimsby College is a large general further education (FE) college offering a wide range of provision in all of the 14 areas of learning. Courses are offered from entry to higher education (HE) levels. There are 2,850 full-time students and over 11,889 part-time students following FE programmes; a total of 35,000 enrolments. Numbers of male and female students are approximately equal; 18% of students are aged 16 to 18. Of the student population, 1.6% are members of minority ethnic communities, a figure which is slightly above that of the local population (1.4%). In 2002, the college created the 'North East Lincolnshire Institute of Higher Education' which offers HE courses from Higher National Certificate (HNC) and Higher National Diploma (HND) levels to master's degrees. In September 2002, in partnership with a large local 11 to 18 school, the college launched the 'North East Lincolnshire Sixth Form Partnership' in order to provide a greater range and choice of provision at General Certificate of Education Advanced Subsidiary/Advanced level (GCE AS/A level) than could be sustained by either individual institution. The college operates from two main campuses with a further five for specialist curriculum provision. Five more sites are used across the region for community-based provision. The college is a major provider of work-based learning in North East Lincolnshire through modern apprenticeships and other training on employers' premises, though work-based learning accounts for only 3% of student enrolments at the college. The college's mission is 'to be a first class, customer-focused and dynamic provider of education and skills.'

The North East Lincolnshire area has a population of 160,000 and includes the towns of Grimsby, Cleethorpes and Immingham. The major industries are food production, chemical industries, and car imports and exports. Within North East Lincolnshire are some areas of significant social deprivation and disadvantage. Unemployment in North East Lincolnshire has fallen, but at 3.8% is above the national rate of 2.5% (June 2003). Youth unemployment, those aged under 25, accounts for 30.3% of this total. Some 36.5% of school leavers gained five or more General Certificate of Secondary Education (GCSEs) at grade C or above in North East Lincolnshire, compared with a national rate of 47.9%.

### How effective is the college?



Of the eleven curriculum areas inspected, provision was found to be good in five of them and satisfactory in four. Provision is outstanding in media and unsatisfactory in foundation programmes (literacy and numeracy).

### **Key strengths**

- an extensive range of courses with good progression routes
- good personal support for students
- a good learning environment, especially for adults
- well-equipped accommodation, and specialist resources
- good teaching of practical skills
- good pass rates by adults
- outstanding media provision
- an accurate and accessible management information system (MIS)
- a clear strategic direction
- particularly thorough business planning.

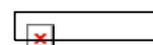
***What should be improved***

- the relatively low proportion of good teaching
- the use of initial assessment information in planning learning
- retention and pass rates on some courses

- slow progress towards qualifications on many National Vocational Qualification (NVQ) courses
- literacy and numeracy support.

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

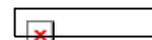


*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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
Mathematics and science	<b>Good.</b> Pass rates for most GCE A2 and GCSE subjects are high, but retention and pass rates for some GCE AS subjects are below the national average. Adult students often achieve particularly well. There is much effective teaching and students are well supported by helpful staff and good resources. Recruitment to GCE A2 courses is declining as few students progress from their GCE AS courses.
Construction	<b>Satisfactory.</b> Practical teaching is good, but some theory lessons are poorly planned and fail to meet the needs of all students. Pass rates are good on some courses, but retention rates are poor in some craft areas, with low pass rates for work-based learners. Students receive good personal support, but action planning and target setting in tutorials are ineffective. Work-based training is satisfactory.
Engineering	<b>Satisfactory.</b> Over the wide range of provision on offer, retention and pass rates are satisfactory. Effective measures have recently been taken to improve retention rates, though there is insufficient good teaching. Staff are occupationally competent and workshops are well-equipped. The area is managed well and has good links with schools and industry.
Business, administration, management and professional	<b>Satisfactory.</b> Retention and pass rates on full-time business and part-time management programmes are good. Pass rates on some part-time courses are poor. The monitoring of students' progress is insufficient, with some poor action planning and target setting in reviews and tutorials. Some teaching is uninspiring with too much input by tutors and too little activity by students.
Information and computer technology	<b>Good.</b> Retention and pass rates are good on most courses with good progression to FE and HE, but few links to industry. Information technology (IT) and learning resources are very good and assist

	learning at all sites. Some lessons do not involve students sufficiently. Support for students is effective and enhances their learning.
Hospitality, sports, leisure and travel	<b>Good.</b> Pass rates are high on most courses, but a number have low retention rates. There is a wide range of programmes, including a large provision for adults in food and drink manufacturing which is effectively managed. Students are well supported and have access to good resources that have a positive effect on the development of their vocational skills. Teaching and learning are good in sport, leisure and tourism, but there is insufficient good teaching and learning of practical skills on food preparation and cooking courses.
Hairdressing and beauty therapy	<b>Good.</b> The college offers a very good range of provision in hair and beauty from pre-entry to HNC. Teaching and learning are enhanced by the good quality specialist accommodation, resources and innovative use of IT. Key skills are effectively integrated into the occupational area. In some cases students' progress is impaired by the lack of work-based assessment and a low client base in practical sessions.
Health and social care	<b>Good.</b> Pass rates are very good and the majority of students complete their course of study and continue at a higher level. Teaching is interesting and stimulating. Support and guidance are effective, enabling students to make good progress, and flexible timetabling is particularly appreciated by adult students. Leadership and management of the area are good.
Media	<b>Outstanding.</b> Pass rates are high and teaching is very good. Excellent, industry-standard learning resources are used on a wide range of courses. Teachers are well qualified and many have current or recent industrial experience. Leadership and management of the area are strong with thorough quality review systems.
English and modern foreign languages	<b>Satisfactory.</b> Pass rates have improved and are now good on GCSE English and most GCE AS and A-level English courses. Retention rates are poor on some courses, with poor pass rates on some modern language courses. Most teaching is satisfactory, though some lessons are unimaginative and fail to stimulate students' interests. Part-time evening provision is extensive.
Foundation programmes (literacy and numeracy)	<b>Unsatisfactory.</b> Pass rates are low for literacy and numeracy key skills at levels 1 and 2. Many staff do not have the skills required effectively to improve students' literacy and numeracy. Initial assessment is effective, but teachers do not use this information to match learning to students' needs. Students with dyslexia receive good support.

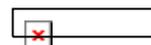
### How well is the college led and managed?



Leadership and management are good. Senior managers set clear strategic objectives which are well understood by staff. Most curriculum areas are well managed. Retention rates have recently improved significantly; students make good progress on prior levels of attainment; and pass rates are beginning to improve. Financial management is sound. The college provides good value for money. Equality and diversity are promoted well in the college, although monitoring of equal opportunities for work-based learners is less effective. The college is successful at attracting students from groups who are often under-represented in education and in raising students'

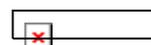
staff. Quality assurance policies and procedures are detailed and all staff are closely involved in self-assessment. Observations of teaching and learning help to identify areas for improvement. However, although most teaching is satisfactory or better, there is a lower proportion of good teaching than average for similar colleges. Work-based learning is less well managed than college-based courses. Inspectors agreed with most grades in the self-assessment report, though the detail and rigour of the quality assurance process is not reflected in the text of the self-assessment report.

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



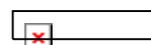
The college's response to education and social inclusion is good. It uses effectively a wide range of contextual information to plan, review and enhance its programmes in the light of local needs. In an area where participation in education after the age of 16 is 10% below the national average, the college works well with local schools to provide link courses, taster days and schemes for disaffected young people. A learner support fund helps students to attend college who would otherwise be constrained by lack of money. About three quarters of enrolments are by part-time students, most of them adults, and community-based provision is substantial. Widening participation data, as defined by local post codes, shows that enrolments from deprived communities have risen steadily in recent years. The college ensures that its timetables meet the needs of students with family commitments and childcare provision is available on site. About 1.6% of students are from minority ethnic groups: just above the local average. Provision for dyslexic students is good and students with learning difficulties and/or disabilities are supported well. Many staff do not have the skills required effectively to improve students' literacy and numeracy. The college's response to the Special Educational Needs and Disability Act (SENDA) has been good. The college has a sound equal opportunities policy which meets the requirements of the Race Relations (Amendment) Act.

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



The college provides good guidance and support to students. Arrangements to inform prospective students of the provision are good. Welfare support is comprehensive and effective in helping students overcome barriers to successful learning. Full-time students receive a helpful induction to the college. Rigorous initial assessment clearly identifies literacy, numeracy and other learning support needs. Specialist support for students with dyslexia and other learning and physical difficulties is good. Arrangements for tutorials, reviewing of progress and target setting for students are generally good, though some tutors do not sufficiently adhere to agreed tutorial procedures. Tutors provide full-time and part-time students with considerable day-to-day support and appropriate careers advice. In some curriculum areas, there is insufficient emphasis on setting clear targets to improve individual performance. Procedures for monitoring student attendance are rigorous and are having a positive effect.

### **Students' views of the college**



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

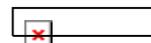
***What students like about the college***

- the standard of teaching, particularly practical lessons
- being treated as an individual
- support from friendly staff
- college facilities
- the range of courses
- pre-course guidance
- the adult environment.

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

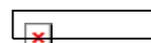
- more parking spaces
- recreational facilities
- availability of equipment in some curriculum areas
- better timetabling with fewer gaps between lessons
- better security around the site, especially at night.

## 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



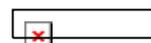
### Summary of grades awarded to teaching and learning by inspectors

Aspect and 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	56	34	10
19+ and WBL*	62	31	7
Learning 16-18	51	40	9
19+ and WBL*	62	31	7

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

\*work-based learning

## Achievement and standards



1. The college offers courses in all of the 14 areas of learning. During the three years from 2000 to 2003, performance trends overall have shown a steady improvement, though often from a modest baseline. Whilst pass rates overall are close to and, particularly for adult students, often significantly above national averages, overall success rates have been depressed by weak retention rates, particularly of students aged 16 to 18. Success rates overall place the college close to national rates for students aged 16 to 18, with some better results for adults at level 2 and on higher-level courses.

programmes have been unsatisfactory during 1999 to 2002. However, following a reorganisation of work-based learning, most trainees are now making good progress towards completion of their awards. Results obtained so far from 2002/03 show significant improvements in most areas.

2. Attendance during the inspection was 79.97%, slightly better than the average for colleges of this type. Across the curriculum areas, the range was from 70% in sciences and mathematics to 88% in information and communications technology (ICT).

### ***16 to 18 year olds***

3. Retention rates of students aged 16 to 18 for the three years to 2001/02 place the college in the bottom 25% of general FE colleges in most years for most levels. However, pass rates at most levels are close to national rates, putting the college within the middle 50% when ranked against colleges of the same type. Pass rates overall for students aged 16 to 18 have been improving, though there have been some significant fluctuations during the past three years, and differences between the various levels of attainment and across the areas of learning. On foundation courses, whilst NVQ pass rates were consistently six percentage points above national rates during 1999 to 2002, General National Vocational Qualification (GNVQ) pass rates dipped to 45%, compared with a national average of 60% in 2000/01. At intermediate level, pass rates, whilst fluctuating across the different programmes, have overall shown a steady improvement and are now above national rates. GCSE pass rates are substantially above national rates. At level 3, pass rates at GCE AS and A level have been slightly above national rates for the past three years, whilst NVQ pass rates dropped substantially to 53% and 57% in 2000/01 and 2001/02, compared with 70% and 72% nationally.

4. Most students aged 16 to 18 make satisfactory progress relative to their prior attainment and potential. They develop good practical skills, for example, in construction, engineering and media. Hairdressing students gain confidence in working independently through taking responsibility for managing the salon. They also develop high levels of customer service. Media students demonstrate high level video-editing skills in the production of popular music videos. Coursework and students' portfolios are usually satisfactory and sometimes good, for example in mathematics and business. GCE A-level English language students make good use of independent research. Progress and attainment are unsatisfactory for students with literacy and numeracy support needs. However, students in receipt of additional support make much better progress. In 2001/02, the retention rate for students receiving additional support was 19% higher than the college average.

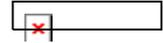
### ***Adult learners***

5. Adult students account for approximately twice as many enrolments as from students aged 16 to 18. Pass rates for adults on most courses are good, and sometimes very good, but, as with students aged 16 to 18, overall success rates are depressed by poor retention. Pass rates for adult students have been above national rates at all levels of attainment. Retention rates of adults declined on level 1 courses and placed the college in the bottom 10% in 2001/02. Retention rates of adults on levels 2, 3 and higher level courses are close to national rates. Retention rates of adults on short courses have placed the college in the bottom 25% of colleges for each of the past three years. Adult pass rates has been much better, with some very good results by adults on level 2 long courses which have put the college into the top 10% from 1999/2000 to 2001/02. Pass rates by adults on level three long courses and on short courses at all levels have also been significantly above national rates in most years. Success rates at GCE AS and A level have shown a steady improvement during 1999/2000 to 2001/02. This has been particularly striking for students aged 19+, where the GCE AS/A-level success rate has improved from 36% in 1999/2000 to 69% in 2001/02. Overall success rates for adults have been close to national rates on level 1 and three courses, and on short courses. Overall retention and pass rates for adults have shown significant improvements in 2002/03.

6. Most adult students make good progress relative to their prior attainment and potential. Attainment of adult students is good in ICT classes, where adults quickly gain, and use, new skills. Adult food technology students develop their occupational competences and knowledge well to the standard which industry requires. Students on advanced health and social care programmes are able to analyse and interpret information competently. They show a good knowledge of the ethical

implications of their work. Adult students demonstrate effective personal and learning skills, for example in English and modern foreign language classes where students make good use of group work and role plays. However, adult students with literacy and numeracy support needs do not sufficiently demonstrate real gains in skills and understanding.

## Quality of education and training



7. Teaching was judged to be good or better in 58% of the 215 lessons observed, with 33% satisfactory and 9% judged to be less than satisfactory. The proportion of less than satisfactory teaching is slightly higher than the national average for colleges of a similar type (7%), whilst the proportion of good or better teaching is lower than the national average of 63%. Only 18% of teaching was judged to be excellent or very good. The teaching of adults is better than that of students aged 16 to 18, with 66% of teaching for adults judged to be good or better compared with 56% for students aged 16 to 18. Less teaching of adults was judged to be unsatisfactory, 5%, compared with 10% for students aged 16 to 18. Teaching is weakest on level 1 provision with 14% of lessons graded less than satisfactory, whilst only 51% were graded good or better. Teaching on level 3 courses is better, with 62% judged to be good or better and 7% less than satisfactory. Teaching of theory is also weak, with 15% of theory lessons judged to be less than satisfactory and only 51% judged to be good or better. Lessons with a mixture of theory and practical work are more successful: inspectors judged 67% of these to be good or better with only 7% less than satisfactory. Only two curriculum areas - media, and health and social care - have a higher proportion of good or better teaching than the national average for individual curriculum areas. Engineering and business courses had significantly less good or better teaching compared with the national average for their curriculum areas. The weakest teaching was found on literacy and numeracy courses.

8. Most lessons are well planned and organised. Practical skills are effectively taught with clear demonstrations and good reinforcement of new knowledge. In the best lessons, learning objectives are shared with students so that they know what they will learn, understand and be able to do by the end of the lesson. Questioning is used effectively by teachers to check students' progress and understanding, and to extend their thinking. Students are enthusiastic about their work and enjoy their learning. Health and social care teachers make lessons vocationally relevant through good use of their own experience in professional settings. Media lessons are particularly well taught, with good use of technical facilities, lively teaching methods and a good sense of pace to stimulate and maintain students' interest.

9. In some weaker lessons, lesson plans are formulaic and do not sufficiently indicate ways of matching teaching to the needs of individual students. Whilst an initial assessment process identifies students' abilities and preferred learning styles, insufficient use is made of this information in planning lessons. Many theory lessons are dull and uninspiring with too much teacher input and too little student activity. Students spend excessive amounts of time copying information or note-taking, rather than genuinely engaging with their new learning. Some teachers fail to recognise opportunities to use readily available visual aids to illustrate points of theory. However, some construction classes use specialist tools and examples of equipment effectively to provide a stimulating focus for learning and further investigation. In some business lessons, teachers draw on the experience of students to illustrate key points and compare theory with practice. Many literacy and numeracy teachers lack the specialist skills and expertise to meet students' individual learning needs.

10. Adult students are well integrated into classes and work well with students aged 16 to 18. Younger students benefit from the personal and vocational experiences adults bring to lessons. Adults speak highly of the support they receive from teachers. Adult students on food and drink manufacturing courses receive good on-the-job training and develop good skills and knowledge.

11. In most curriculum areas, key skills are not sufficiently integrated into students' programmes of

learning. Teachers fail to make connections between key skills and course-specific learning. Consequently, students miss opportunities to acquire key skills, or to utilise the key skills they have gained to improve their learning on their main programme. There are some exceptions to this. A well-planned catering and hospitality assignment enabled students also to acquire key skills in communication, application of number and IT. Some hairdressing classes also give good key skills support by linking tasks to students' individual needs and interests.

12. Most teachers are well qualified; over 90% have teaching qualifications, as do a significant number of support staff. Many have relevant industrial experience, which enhances standards of teaching and learning, particularly in engineering, construction and health and social care and media. There are clear priorities for staff development, but good practice in the classroom is insufficiently shared. New staff benefit from a well-organised induction programme. Technical support, especially in cross-college IT, is good. Some curriculum areas, including construction, key skills and aspects of engineering, have found it difficult to recruit suitable teachers and a relatively high rate of staff turnover has had an adverse affect on standards of teaching and learning on a few courses.

13. The college's sites are attractive, welcoming and well maintained. It makes effective use of a wide range of community venues and resources, including a small botanical garden in a nearby park. Most of the accommodation and resources for teaching are good. The work of students, particularly in media, engineering, hairdressing and beauty therapy, sports and hospitality, and business, where resources match those found in industry, is enhanced by good specialist facilities. However, a small proportion of teaching takes place in unsuitable and/or overcrowded rooms. This was the case in a few engineering, hospitality and health and social care lessons. Catering facilities for students are very good and over 95% of the accommodation is accessible by wheelchair users. Libraries are well-stocked to support the courses currently being taught and facilities for private study are adequate. The ratio of computers to full-time students is good at 1:3 and there is a well-developed college intranet. About 30 of the 42 general purpose classrooms and 13 specialist ICT rooms have interactive whiteboards or electronic projectors.

14. The use of ILT to support learning is very varied. While there were good examples in mathematics and science, hairdressing and beauty therapy, and media, in too many other cases its use was unimaginative. Handouts and work booklets are produced to a high standard by the well-equipped reprographic unit. The college makes good use of its fleet of vehicles, including coaches to transport students, and its IT bus and media outside-broadcast vans, which provide training in the community.

15. Assessment of students' work is thorough and fair. The college has clear policies and procedures for assessment and for internal verification and moderation, which meet the requirements of awarding bodies. External verifiers' and moderators' reports are regularly monitored and effective actions are taken to resolve issues. However, there is little opportunity for internal verifiers to meet and to share good practice across the college. Arrangements for assessment of work-based learning are inadequate. The college makes insufficient use of opportunities for assessment which occur in the workplace, especially in hair and beauty and construction. This slows students' progress towards successful completion of their qualification.

16. Initial assessment of full-time and part-time students on courses of six hours or more a week is effective in identifying students' key skills levels and additional learning support needs. Both students aged 16 to 18 and adult students are provided with clear feedback on their progress in meeting course objectives. In the better instances, this includes detailed comments on how they could improve their work. Particularly good examples of this are in media, health and social care, business, and hair and beauty therapy.

17. The college has good systems for monitoring progress, target setting and action planning for full-time and part-time students. These are applied particularly well in media, mathematics and science, health and social care, childcare, sports, leisure studies and hair and beauty therapy. However, these systems are not used effectively in business administration, construction, engineering and some areas of ICT. In these areas, target setting is vague and there is little action planning to improve students' performance. Parents of students aged 16 to 18 receive helpful progress reports,

but some courses only provide reports once a year.

18. The college offers a good range of courses and its provision covers all 14 areas of learning. Detailed and accurate contextual information and effective links with local and, in some cases, national bodies and employers, ensure that courses are well geared to the needs of industry and students. Some 140 full-time and 622 part-time courses are offered, covering all levels. In most curriculum areas, there are good opportunities for progression. As part of a local sixth form partnership, the college offers about 35 GCE AS and A-level courses and 20 GCSE courses, including three vocational GCSEs, are also available. Opportunities for learning in the community, including distance learning, are expanding, and the college makes a significant contribution to developing the local workforce through modern apprenticeships and other training on employers' premises. The college is a Centre of Vocational Excellence (CoVE) for digital media technologies, food manufacturing and technology and gas and plumbing technology.

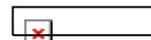
19. The college has succeeded in widening participation in learning in the north-east Lincolnshire area. For example, it has made good provision for asylum seekers and it has encouraged many non-traditional students to take up its IT and other courses, often at venues in the community. The timing of lessons meets the needs of the many adult students with family commitments. Links with local secondary schools are good. These links include well-supported taster days, link courses and programmes for pupils in the 14 to 16 age-group. The college's 'First Steps' programme has provided innovative courses for over 400 students for whom mainstream education is not appropriate. Students benefit from a wide range of enrichment activities in their curriculum areas. Cross-college enrichment activities have been less successful, often because of clashes with mainstream lessons. The college is moving towards a fully-integrated approach to key skills, but has some way to go in several curriculum areas. Not all teachers have the knowledge and skills to improve students' key skills, especially in literacy and numeracy.

20. The college provides good guidance and support for its students. Pre-entry guidance and information is detailed and well presented. Students receive helpful guidance at enrolment. Induction arrangements are well managed and help students to settle quickly on to their courses. Most part-time students receive an induction appropriate to their needs. All full-time and part-time students on courses of six hours or more a week are assessed for their key skills level and additional learning support needs and also for their preferred learning styles.

21. Tutorial provision for full-time students is generally good and very good in health, social and child care, sport, leisure, hair and beauty therapy and media. However, in construction, the provision is inadequate and of poor quality. All full-time students have a weekly tutorial, which allows for both group and individual needs. The most effective tutorials are well managed and cover a range of administrative issues, health awareness, careers advice and guidance and drugs awareness. The provision of tutorial support for part-time students is uneven. Students on all programmes speak very highly of the friendly and caring nature of tutors. Personal tutors make considerable extra time available to students in all programme areas. Arrangements for monitoring attendance and promoting retention are highly effective. Student support advisers provide impartial guidance and support and work closely with students who are at risk of leaving college.

22. Students benefit from a wide range of support services, including the work of the Connexions service and other external agencies. There is a well-promoted and well-used counselling service. A nurse is available to promote health awareness and to provide confidential advice. Subsidised childcare is available for students with young children. A fund to support students with financial difficulties helps with the purchase of books, stationery and other essential items. Study support is offered to those students who are assessed with additional learning support needs and there is good specialist support for students with dyslexia, dyspraxia and visual impairment. There are good facilities in the college for students with physical disabilities, especially in engineering and science where workshops and laboratories have been effectively modified to improve accessibility.

## **Leadership and management**



23. Leadership and management are good. Since the last inspection, the college has appointed a new principal who has been in post since January 2001. All but one of the current senior management team are new in post since the last inspection. Governors and senior managers have set a clear strategic direction for the college through the mission statement and supporting strategic objectives. Governors, managers and staff are fully aware of this mission and highly responsive to the college strategic aims. In setting the mission and the supporting strategic objectives, governors and managers have taken careful account of Grimsby and north-east Lincolnshire's social and economic character and local learning and training needs. They made good use of a detailed analysis of local economic need covering areas of deprivation, the urban character of Grimsby, the rural hinterland, low school achievement in GCSE and the nature of local industry and business, which has a significant mix of major manufacturing companies and range of small and the medium businesses. The achievement of the mission and the strategic objectives are supported by a clear three-year development plan and a thorough and well-established business planning process which involves all staff. Plans have clear objectives and targets and these are monitored regularly.

24. Governors are well informed about the performance of the college and strongly committed to its mission. There is a strong and open relationship between governors and senior managers. Both understand fully their respective roles. Good use is made of governors' considerable expertise, particularly in the composition and membership of corporation committees. They receive regular reports from managers on students' pass and retention rates, the results of teaching and learning observations, progress towards the achievement of the key strategic objectives and the financial performance of the college. They take a keen interest in the setting of retention and pass rate targets, and in the actual retention rates, which have adversely affected the college's performance over the last three years.

25. Leadership and management are good in most curriculum areas. Internal communications are good. Curriculum leaders hold regular, formal team meetings to monitor performance against targets for retention and pass rates. Staff development is good, and well planned to meet the needs of most individual staff and college strategic aims. In some curriculum areas, opportunities to share good practice are identified through the programme of lesson observations, but this is not standard practice. The management of work-based learning has been less effective. The college recognised this in its self-assessment, and has recently restructured to manage it within the relevant curriculum areas. However, some managers remain unsure about their roles and responsibilities for work-based learning. Managers have not yet overcome weaknesses such as the poor retention and pass rates or the lack of work-based assessment. The college also recognised that key skills provision was unsatisfactory and introduced changes to the management and co-ordination. These changes have not yet resulted in improvements in the quality of the teaching.

26. Retention and pass rates have been unsatisfactory over the recent past. Managers have taken significant and effective action to improve retention rates, including better monitoring of student attendance and the appointment of student support advisers. Pass rates are also beginning to improve, although it is too soon to be able to make secure comparisons with previous years. The overall pass rate for 2002/03 is currently around 5% higher than the comparable figure for 2001/02.

27. Since the last inspection, the college has further improved its comprehensive MIS. Arrangements to collect and provide information on the performance of students are particularly effective. College staff and managers have access to, and use, a good range of accurate data on student attendance, retention and pass rates through the college's intranet. Timely and reliable reports are used well by managers to plan provision, to monitor and analyse the performance of students and to develop actions to maintain and improve student retention and achievement rates.

28. The college has a well-established quality assurance system. Annual course reviews form the basis of self-assessment reports. The course reviews draw on a detailed analysis of attendance, retention and pass rates of students, the results of the programme of observations of teaching and students' perceptions of the college. Teachers and managers monitor students' attendance closely, and newly appointed support advisers work effectively to improve the attendance of students considered to be at risk of leaving their course. These measures are leading to improved retention

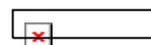
rates. Around 30 academic managers have been trained to carry out observations of teaching, and the college expects all teachers to be observed at least once every two years. However, although managers have sought to apply this process in a robust way, it has not yet led to improvements in the quality of teaching. Inspectors agreed with most grades in the self-assessment report, though the detail and rigour of the quality assurance process was not reflected in the text of the self-assessment report.

29. Students benefit from effective partnership working between the college and an extensive range of other groups and organisations in the community. These include funding bodies, employers and voluntary organisations. Some curriculum areas have particularly strong advisory groups which influence the design of the curriculum to ensure that it meets the needs of students, employers and HE institutions. There are three CoVE in the college. The college also holds beacon awards for lifelong learning and learning with media, and a nationally recognised award for the use of information and learning technology (ILT) in learning support. The college has been particularly active in finding opportunities to promote local community resources and facilities, for example, a cinema, a television production studio and a small botanical garden in a public park which has been substantially improved since being managed by the college.

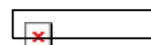
30. The college is working hard to raise aspirations of under-represented groups and promote equality of opportunity. The college policy and procedures are updated annually and approved by the governors. The most recent revision was to respond to requirements under the Race Relations Amendment Act, and the SENDA. Many teachers, support staff and governors have taken part in training to raise their awareness of SENDA. Equality and diversity impact measures and targets have been agreed with the local LSC to target particular groups of students and challenge gender stereotypes on some courses. The college has invested heavily in community-based provision, including an IT-equipped bus and two outside-broadcast vehicles, and there has been significant growth in participation. An annual diversity week raises awareness of staff and students and challenges stereotypes. The college caters well for students under the age of 16 who have particularly challenging behaviour, and need support to integrate into education. There is insufficient monitoring of equality of opportunity for work-based learners. Progress review forms have recently been revised to prompt assessors to discuss equal opportunities with learners, but not directly with employers.

31. Management of the college's finances is good. Curriculum and functional areas have strong, well-established budgeting arrangements. These arrangements take into account allocations from funding bodies, fee income, the different costs of courses and pass and retention rates. Managers have detailed knowledge of monthly expenditure and monitor it against the budget, taking action to prevent overspending. The college has bid successfully for funds from a variety of other sources to support its work. Comparisons are made with other colleges and between different curriculum areas to establish if resources are being allocated to achieve value for money. The careful managing of finance has resulted in resources ranging from satisfactory to outstanding, as well as initiatives to improve attendance and retention rates. The college provides good value for money.

## Part C: Curriculum and occupational areas



### Mathematics and science



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

### **Strengths**

- high pass rates for most GCE A2 subjects
- high pass rates on GCSE mathematics and science courses
- much effective teaching
- good resources and technical support enhancing learning
- effective learning support for students
- good achievement by adults.

### **Weaknesses**

- low pass and retention rates on some GCE AS courses
- poor progression to GCE A2 courses resulting in low numbers.

### **Scope of provision**

32. The college provides a satisfactory range of mathematics and science courses at level 3 for students aged 16 to 18 and for adults. Full-time students can choose GCE AS and A level courses in biology, human biology, chemistry, physics, mathematics and further mathematics. GCSE mathematics, physics, dual award science and human physiology and health are offered during the day and in the evening. A partnership arrangement with a local 11-18 secondary school has enabled the college to broaden its GCE AS and A-level provision. A vocational GCSE in science is provided for pupils aged 14 to 16 from a local comprehensive school. There are no other vocational science courses and provision is limited in science at levels 2 and 3. At level 1 an introductory mathematics course is offered to adults, whilst students aged 16 to 18 are able to take free-standing mathematics units. There is also a national examining board for dental nurses (NEBDN) certificate course. Some members of the mathematics team teach key skills. There are approximately 348 students on science and mathematics courses

### **Achievement and standards**

33. Pass rates on most GCE A2 and GCSE mathematics and science courses are high. In the past

three years, pass rates for GCE A-level biology, human biology, physics and chemistry have been above the national average. The pass rate for GCE A-level biology and human biology has been 100% for the last three years. The proportion of students achieving high grades is close to the national average for most subjects. Retention and pass rates of adult students are good at both levels 2 and 3, but retention and pass rates are generally below the national average for students aged 16 to 18. In the past two years, there have been low pass and retention rates on some GCE AS courses. The pass rate for most GCE AS science and mathematics courses fell in 2002/03. For example, mathematics dropped from 61% to 36% and physics from 57% to 44%. The retention rate for GCE AS chemistry was 65% in 2001/02 and 55% in 2002/03. Pass rates for GCSE mathematics and science courses are consistently above the national average, whilst retention rates are close to the norm.

34. Value added analysis shows that most GCE A-level students achieve better results than would be expected on the basis of their GCSE qualifications in biology and chemistry. In physics and mathematics, achievement is in line with or slightly below that expected.

35. Students work well in lessons and are usually interested and attentive. The quality of their written work is good. In science lessons, students are confident when doing practical work and give due regard to health and safety. Many students produce good coursework and do well in tests. On GCSE mathematics, the standard of work is very good. Students are closely monitored and supported, only taking the examination when appropriate. Early diagnostic testing in mathematics ensures students are on the course that best suits their needs.

***A sample of retention and pass rates in mathematics and science, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GCSE mathematics*	2	No. of starts	106	89	75
		% retention	69	80	75
		% pass rate	70	69	81
GCSE physiology and health*	2	No. of starts	26	32	28
		% retention	73	72	57
		% pass rate	58	70	44
GCE AS human biology	3	No. of starts	**	34	29
		% retention	**	76	69
		% pass rate	**	88	89
GCE AS mathematics	3	No. of starts	48	33	21
		% retention	58	70	76
		% pass rate	46	61	36
GCE AS chemistry	3	No. of starts	18	17	20
		% retention	94	65	55
		% pass rate	94	91	55

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

\* pass rates are for A\* to C

\*\* fewer than 15 students enrolled

***Quality of education and training***

36. In mathematics and science, all teaching is at least satisfactory and much is good or better. Most lessons are well organised and planned though some schemes of work and lesson plans lack detail.

In a few lessons, the teaching is bright and lively and good learning results, but in others the teaching is over-directed and relies heavily on note taking. In science, there is a broad and effective range of teaching methods. There is currently insufficient sharing of good practice.

37. In GCE A-level human biology and biology, students are given well-produced booklets for each topic. They are also starting to benefit from interesting presentations using IT. Together, these ensure the material is covered effectively, allowing students time to produce good coursework and prepare well for examinations. The use of ICT is growing well in the area. Students on many courses are already able to use the college intranet to gain access to notes they may have missed. Students on GCSE mathematics courses can use a self-study computer package to reinforce their learning and practise any topics where extra work is needed. Teachers make good use of computers on level 1 free-standing mathematics courses to reawaken students' interest and build confidence. Teachers do not sufficiently encourage students to use graphical calculators in GCE A-level mathematics.

38. Students work keenly and confidently in the laboratory and good attention is paid to health and safety requirements. In a GCE AS biology class on rates of reaction, the students used well-produced instruction sheets and worked quickly and sensibly, maintaining their interest throughout. Teachers used questioning effectively to check students' progress and understanding and extend their thinking.

39. Teaching staff across the whole of the curriculum area have good subject knowledge and relate well to students, giving strong support to those who need it. Students' work benefits from the good resources found in the mathematics and science resource-based learning centres. All GCE A-level science classes have a one-hour academic tutorial each week to support students individually.

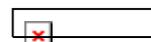
40. Advanced level and GCSE students are assessed regularly and teachers maintain accurate records of their progress. Information is fed back to their tutors and the monitoring of these students' progress is good. Students receive constructive feedback on their work from most members of staff. Homework is regularly set in most subjects but the homework policy is not applied consistently. There is no difference between the quality of teaching of adults and of students aged 16 to 18.

41. Equipment is of a high standard and mathematics and science rooms are well-furnished, clean and well kept. Most laboratories are equipped with data projectors and interactive whiteboards. Technical staff work cohesively as an effective team to provide equipment for practical lessons and ensure health and safety regulations are met.

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

42. Leadership and management in mathematics and science are good and courses well-organised. Regular minuted meetings are held in science and informal meetings are held in mathematics most weeks. All courses are reviewed annually. These reviews focus upon students' achievements and how the teaching and learning can be improved. There is no head of department, but two co-ordinators lead the mathematics and science teams. They both teach a normal timetable and insufficient allowance is made for the responsibility they hold. There are no strategies to improve the low retention rates in some GCE AS subjects and the declining number of students taking GCE A-level science and mathematics courses.

### **Construction**



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

### ***Strengths***

- high pass rates on building services courses at level 2 and technician courses
- good teaching in practical lessons
- particularly good examples of personal support for individual students
- good and well-used construction website
- highly effective industrial and community links.

### ***Weaknesses***

- low retention rate on level 2 construction craft courses
- poor planning of some theory lessons
- insufficient use of work-based evidence
- poor action planning and target setting
- ineffective guidance and support for some new staff in plumbing
- poor framework achievement for work-based learning.

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

43. The college provides an appropriate range of courses from levels 1 to 4, including work-based learning. Full-time and part-time courses are available during the day and in the evening. Courses

lead to qualifications in bricklaying, wood occupations, electrical installation, plumbing and refrigeration and air conditioning. The college also offers gas accreditation and health and safety training and assessment. There are currently 338 students aged 16 to 18 and 46 adults on full-time courses. There are 258 students aged 16 to 18 and 233 adults on part-time courses, including 27 on foundation and advanced modern apprenticeships and 11 on Entry to Employment (E2E) programmes. The college has recently received CoVE status for its plumbing and gas installation provision.

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

44. Pass rates for building services at level 2 are high and have increased by 16% between 1999/2000 and 2001/02. Pass rates for technician courses in 2001/02 are outstanding, at 100%. Most retention rates are similar to the national average apart from level 2 craft courses, which are consistently below the national average. The completion rates of work-based learning programmes are low. Over the last three years, only 9 out of the 66 learners who started have completed their frameworks successfully. Work-based learning has recently been reorganised and work-based learners are now making satisfactory progress towards framework completion.

45. Most students' practical work is good. For example, first-year bricklaying students can accurately set out and construct basic brick walls to a good standard. Students are well-motivated. In one lesson, a student produced a wood frame to accurate dimensions, using four different joints. The standard of work was good for the stage of the course, but he decided that the joints could be cut more neatly and repeated the task. Students make good progress on prior levels of attainment. Most students' portfolios are satisfactory or better. During the week of the inspection, attendance for construction lessons was satisfactory, at 79%.

### ***A sample of retention and pass rates in construction, 2001 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
City and Guilds 1511 basic refrigeration air conditioning engineering	1	No. of starts	*	*	26
		% retention	*	*	69
		% pass rate	*	*	100
City and Guilds 2360-06 electrical installation part 1	1	No. of starts	*	49	56
		% retention	*	39	29
		% pass rate	*	26	88
NVQ 1 building crafts	1	No. of starts	59	67	22
		% retention	69	66	77
		% pass rate	83	100	41
NVQ 2 building crafts	2	No. of starts	45	45	76
		% retention	47	33	38
		% pass rate	86	80	66
NVQ 2 building services	2	No. of starts	145	169	163
		% retention	65	60	55
		% pass rate	73	74	89
NVQ 3 building services	3	No. of starts	**	16	24
		% retention	**	50	79
		% pass rate	**	88	74
Construction technician	3	No. of starts	19	23	**

qualifications	% retention	63	61	**
	% pass rate	83	93	**

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

\* course not running

\*\* fewer than 15 students enrolled

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

46. Most teaching in practical lessons is good. Teachers give good demonstrations of occupational skills and strongly reinforce health and safety requirements. Teachers take effective account of individual learning needs. They provide effective individual feedback to students during lessons, allowing students to make good progress with their practical work. Some theory lessons are not well planned. Teachers assess students' learning styles, but little use is made of this information to plan theory lessons. In some lessons, insufficient work was planned for students who left early after completing their learning tasks. In the better theory lessons, teachers make effective use of specialist equipment to provide opportunities for students to develop their understanding of new concepts. Occasionally, some teachers in theory lessons fail to motivate and engage students in learning. The key skills tuition is ineffective. There is little use of evidence from students' occupational learning and from the workplace in key skills lessons.

47. The curriculum area has a good intranet site, accessible to students working away from the college. It contains useful learning resources, including material to support assignments and lessons. There are links to other relevant construction web pages. The college provides students with a wide range of good quality small tools and equipment. However, staff do not check the correct use of personal protective equipment for learners in the workplace.

48. Staff have good industrial skills and experience, much of it recent. Some inexperienced teachers lack classroom management skills and the competence to plan lessons effectively. The recent high turnover of staff, particularly in plumbing, has caused disruption to students.

49. Most brickwork and technician students receive good feedback for assessments. In some other areas, there is insufficient feedback to guide students on how to improve their work. Employed students often repeat, for NVQ assessment, exercises in college which they have already carried out competently in the workplace. Employers lack understanding of NVQ assessment and schemes of work are not shared with them. This stops them contributing to the assessment process and work-based learners miss opportunities to collect evidence towards the NVQ.

50. Highly effective industrial and community links successfully inform the development of courses. The college has developed qualifications in refrigeration and air conditioning to improve students' employability in the local frozen food industry. High numbers of construction workers undertake a short health and safety course to allow them to work at the many local port facilities. The construction curriculum team is significantly involved in community partnership projects to provide unemployed people with construction and employability skills. The college has introduced Open College Network (OCN) courses in plastering and painting in response to an independent local skills audit. The college promotes construction well to local school pupils and provides them with progression courses to construction programmes. The introduction of an E2E programme by the college provides a supportive progression route to construction craft courses.

51. The college provides work-based learners with good personal support. Staff who support learning in the workplace provide an effective link between the needs of the learners and the range of assistance which the college provides. Personal support for adult students is good. They are highly appreciative of help and assistance they receive from tutors.

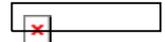
52. There is poor action planning and insufficient use of learning targets. Individual learning plans and tutorial records are too brief and lack detail and short-term targets. Students do not receive a

copy for their own records. Not all students have planned enrichment, or regular individual or group tutorials. Where individual tutorials do take place, these are rarely carried out with any privacy, preventing students from fully expressing their views.

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

53. The leadership and management of the curriculum area are satisfactory. Organisation of the curriculum is adequate, communications are effective and staff contribute to business planning. The self-assessment process identified the main issues affecting the quality of the provision. Managers have developed plans to resolve weaknesses, but many of these are still in early stages of implementation. Good practice is not shared across all of the construction curriculum area. Formal monitoring of equal opportunities in the workplace does not sufficiently equip staff to respond adequately to inappropriate remarks by employers or to other issues raised by apprentices.

### **Engineering**



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

Contributory grade for work-based learning is **unsatisfactory (grade 4)**

#### ***Strengths***

- good skills development by motor vehicle and by fabrication and welding students
- good opportunities for progression
- well-targeted staff development
- strong links with schools and industry
- effective measures to improve retention rates.

#### ***Weaknesses***

- poor retention rates on national diploma programme
- poor retention and pass rates in work-based learning

- insufficient good teaching
- insufficient awareness by students of their progress
- some overcrowded workshop accommodation.

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

54. There is a good range of engineering programmes across four curriculum areas: mechanical; automotive; electrical/electronic engineering and fabrication and welding. There are 166 full-time, 488 part-time and 92 evening-only students, representing about 8% of college enrolments. Programmes are taught in the Humber Engineering Training Centre, the Motor Vehicle Training Centre, and other appropriate accommodation. Full-time programmes include NVQ levels 1 and 2 performing engineering operations, motor vehicle maintenance and repair certificates and diplomas, and a national diploma with options for mechanical or electrical study. There is also extensive part-time provision, including technical certificates covering the theory in modern apprenticeships. School-link programmes provide an introduction to engineering and a vocational GCSE for approximately 200 Year 10 and 11 pupils. There are 50 foundation modern apprentices, 15 advanced modern apprentices and 7 NVQ learners on work-based programmes. Many work-based learners attend the college for key skills and technical certificate lessons.

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

55. Recent pass rates are close to national averages, and some are well above. Retention rates have been poor on many programmes, notably the national diploma, where only 33% of 2001/02 students and 36% of 2002/03 students reached the end of the programme. Some students leave their full-time programmes early to go into employment. Retention rates on apprenticeship programmes are improving, but they remain unsatisfactory. For example, 50% of foundation apprentices who started in 1999/2000 left the programme early whilst only 36% of those starting in 2000/01 and 67% of 2001/02 starters are still in learning. Only 13% of advanced apprentices starting in 1999/00 and 15% of 2000/01 starters remain in learning. Achievement over the period 1999 to 2002 is poor for all apprentices. No foundation modern apprentices and only one advanced modern apprentice have achieved the framework. The standard of learners' practical skills and technical knowledge is generally satisfactory. For example, fabrication and welding students, who are only a few weeks into the course, are competent to operate welding plant safely. Motor vehicle students are able to relate faults encountered in the workplace to college work, and demonstrate clearly increasing levels of knowledge and understanding. Most students' literacy levels are satisfactory, although written work differs in quality. However, for many students, their basic mathematical skills are often too low for the programme they are following, even at national certificate level.

### ***A sample of retention and pass rates in engineering, 2000 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
City and Guilds 3992 motor vehicle	1	No. of starts	42	20	55
		% retention	62	85	58
		% pass rate	62	76	100

City and Guilds 3267 welding and fabrication	1	No. of starts	20	15	19
		% retention	70	47	74
		% pass rate	57	86	64
NVQ performing engineering operations	2	No. of starts	*	60	64
		% retention	*	77	77
		% pass rate	*	61	55
City and Guilds 4351-01 computer-aided design	2	No. of starts	25	30	23
		% retention	64	67	74
		% pass rate	88	100	88
National certificate day release	3	No. of starts	28	50	38
		% retention	61	82	92
		% pass rate	88	95	**

Source: ISR (2000 - 2002), college (2003)

\* course not running

\*\* data not available

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

56. Teaching is good in most practical lessons and satisfactory in most theory lessons. In the best lessons, there is a good variety of activities to engage students' interest, and teachers make regular progress checks using short exercises or direct questioning. In other lessons, there are long periods of undemanding theory teaching with insufficient student engagement. Lesson plans do not sufficiently indicate opportunities to collect key skills evidence or show how individual learning needs are to be met. On-the-job training for modern apprentices is good. They are encouraged to identify evidence for the NVQ standards themselves. Assessors provide good guidance in assessment evidence cross-referencing techniques.

57. Students' work is regularly set and accurately marked. Assessment is fair and feedback is constructive. Tutors use adequate monitoring systems, but students have little awareness of their progress. There are no progress charts in the mechanical workshops. There is not enough direct observation of apprentices at work. They have regular progress reviews, involving their employers, where assessors set and monitor long-term targets, but helpful short-term targets are not set routinely. Until recently, reviews did not sufficiently reinforce health and safety and equal opportunities issues.

58. The college has invested heavily in engineering resources, and workshop facilities are good. Staff have good industrial experience and appropriate vocational qualifications, and most have or are working towards teaching qualifications. The mechanical workshop is sometimes overcrowded and this can adversely affect the progress of students. The poor positioning of the computerised numerical control (CNC) lathe makes supervision of the workshop difficult when it is being used.

59. Links with schools and industry are strong. Partnerships with four schools cater for 236 pupils on a jointly taught two-year GCSE in vocational engineering. The college helps to train schoolteachers on the GCSE programme. The active employer forum made a significant contribution to the design of the new engineering technology facility. In response to the needs of local industry, the college has introduced advanced computer network training. The college is also training 13 advanced modern apprentices on a pilot programme. This programme matches the specific needs of local employers and consists of pipe fitting, maintenance fitting and instrumentation. Staff from the motor vehicle section attend training provided by the truck division of a large international manufacturer.

60. Opportunities for students to progress from foundation level studies to HE are good. In partnership with a local university, the college is developing a foundation degree to further extend progression opportunities. Of the national certificate students, approximately half progress to the HNC. Engineering employers are highly committed to apprenticeships and some offer a wide range of additional specialist courses. Some employers are not sufficiently aware of the requirements for the apprenticeship framework and the work done at college. This restricts the co-ordination of workplace and college-based training.

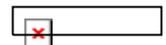
### ***Leadership and management***

61. Management of engineering is good. Course leaders have a clear understanding of the strategy to put the college at the forefront of local industry. Systems for updating the industrial knowledge of the staff are good, as are measures to improve retention rates, starting with an analysis of low retention rates within classes. The improved initial assessment procedures now include part-time students on substantial programmes as well as full-time ones. There are reward schemes to recognise good attendance, including a local LSC pilot programme in the electronics section where tool boxes and visits to local attractions are rewards for good attendance.

62. The division in responsibility between the engineering departments and the work-based learning unit is not clear. For example, it is unclear who is responsible for monitoring progress and reporting overall progress to employers. The progress of some motor vehicle students is severely restricted by a department policy that forbids students from receiving their NVQ portfolio until all underpinning knowledge tests have been passed. This results in many lost opportunities for learners to gather work-based evidence towards their qualification.

63. Quality assurance systems are robust, but the most recent self-assessment report failed to identify the insufficiency of good teaching. The implementation of the equal opportunities policy and its reinforcement is satisfactory. Team leaders have had training in this area and it appears as an item in team meetings and learner progress reviews.

### **Business, administration, management and professional**



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

#### ***Strengths***

- good retention and pass rates on full-time business and part-time management courses
- good integration of adult learners into full-time provision
- good work placements for work-based learners
- good assessment procedures.

### ***Weaknesses***

- poor pass rates on some part-time courses
- poor completion of modern apprentice frameworks
- insufficient monitoring of students' progress
- some uninspiring teaching.

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

64. The college provides a comprehensive range of full-time and part-time courses from levels 1 to 5. There are full-time courses in business, administration and accounting. Specialist part-time courses include marketing, accounting, personnel practice, diploma in management and executive diploma in management. GCE AS and A-level business economics are provided in partnership with a local school. There are also some HE, commercial and distance learning courses. There are 133 full-time and 698 part-time students. Of the full-time students, 107 are aged 16 to 18. There are 45 learners on the modern apprenticeship training in administration and accounting. There are school links programmes for pupils at Key Stage 4. Good links have been made with ICT foundation courses and 13% of students from these courses have progressed on to business or administration courses.

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

65. Retention and pass rates on full-time courses and part-time management courses increased in 2002/03 and were higher than the national average. For example, on the GNVQ intermediate business courses retention and pass rates have been higher than the national average for the last three years. Retention rates on the NVQ administration level 2 courses have been lower than the national average for the last three years, but pass rates improved in 2002/03 to 13% above the national average. Retention and pass rates on management and professional courses are high. Pass rates on some part-time courses are low. For work-based learners, retention and pass rates have been low. Over the last four years only 38 of the 171 who started work-based learning successfully completed the framework. However, following a reorganisation of work-based learning, learners are now making much better progress.

66. The standard of students' work is good and is characterised by well-organised assignments, which demonstrate the students' good research skills. Two Advanced Vocational Certificate in Education (AVCE) students were silver award winners in a national scheme, which aims to forge links between education and industry. Students working with a local oil and marine company produced work that showed an excellent insight into how valuable exporting is to a business. Attendance and punctuality on some business courses are poor and adversely affect student progress.

### ***A sample of retention and pass rates in business, administration, management and professional, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
Certificate in book-keeping	1	No. of starts	31	61	44
		% retention	65	80	80
		% pass rate	70	62	43
GNVQ business intermediate	2	No. of starts	22	15	15
		% retention	82	80	87
		% pass rate	83	75	75
NVQ administration	2	No. of starts	46	35	45
		% retention	63	57	60
		% pass rate	52	40	86
AVCE business*	3	No. of starts	26	26	16
		% retention	62	50	75
		% pass rate	100	77	100
NVQ accounting	3	No. of starts	63	31	22
		% retention	71	74	91
		% pass rate	48	52	90
Certification in personnel practice	3	No. of starts	18	20	21
		% retention	94	100	86
		% pass rate	100	95	94
Certificate in management	3	No. of starts	30	25	22
		% retention	83	93	95
		% pass rate	100	91	100

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

\* advanced GNVQ business 2000/01

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

67. Most teaching and learning are satisfactory or better. In the good lessons, teachers draw on students' experiences to illustrate key points and compare theory to practice. In a lesson on personnel, the teacher used recent press coverage on drivers using mobile phones to debate the relevant human resources issues. Work-based accountancy learners receive very good individual theory tuition and guidance on examination techniques. However, in the less successful lessons, there is insufficient involvement of students and little variety in teaching approaches. In some lessons, there is little or no account taken of students' different levels of ability, previous experience and knowledge, or preferred learning styles. The integration of adults and students aged 16 to 18 in full-time courses is effective. Timetables take account of the needs of adults and provide opportunities for them to progress more swiftly through programmes on offer. Younger students benefit from the personal and business experience adults bring to the lessons. Tutors provide adults with good support.

68. Placements for work-based learners are good. Supervisors in the workplace are fully informed of learners' progress and the majority are involved with assessors and learners in planning suitable projects and tasks. This provides good learning opportunities within the workplace, which are of benefit to learners and employers.

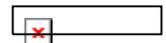
69. Teaching accommodation is mostly satisfactory. However, administration lessons are often conducted in an unsuitable ICT room. Students have good access to online course materials and information through the college's intranet. The college operates a small commercial office in which administration students are able to practise their office skills and confidence before going into the workplace. Computers are readily available for students and ICT is integrated well into the majority of business and administration courses.

70. Teachers and work-based supervisors assess students and learners' work accurately and rigorously. There is an effective internal verification system and reports from external examiners and assessors are very positive. Students and learners understand assessment criteria and the requirements of awarding bodies. They receive good feedback on their progress from their teachers and supervisors and are aware of ways in which they can improve their work. However, formal reviews of individual learning plans are often superficial and targets are too general.

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

71. Leadership and management are satisfactory. All staff have clear roles and responsibilities and managers are enthusiastic and work closely with teachers. Internal communications are good. Team meetings are held regularly and divisional and college meetings take place to discuss strategic and operational issues. Staff development is effective. The division has recently undergone a change in management structure and a new curriculum leader has been appointed. There are now measures to improve recruitment, retention and pass rates on part-time courses, but it is too early to judge the effects of these initiatives. An introductory programme for work-based learners, including an eight-week taster in the workplace, is starting to resolve issues of retention and pass rates.

### **Information and communications technology**



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

#### ***Strengths***

- good retention and pass rates on most courses
- very good IT and learning resources
- effective support for students
- good progression to further and HE
- good management of community and college provision.

### **Weaknesses**

- insufficient challenge in some lessons
- poor links with employers and industry
- poor key skills achievement
- poor retention rates on City and Guilds 4248 short courses.

### **Scope of provision**

72. The college offers an extensive range of courses in ICT, from short taster sessions to three-year diploma courses. Courses are available at a number of venues including the main site and at five community-based centres. There are currently 1,911 full-time students aged 16 to 18 on GNVQ foundation, GNVQ intermediate, AVCE and key skills courses. The college offers GCE AS and A-level ICT within its North East Lincolnshire Sixth Form College partnership. There are good opportunities for progression, particularly into HE.

73. There are 3,457 adult students taking part-time courses leading to modular qualifications in ICT at levels 1 and 2, including computer literacy and information technology (CLAIT), New CLAIT and CLAIT Plus and the Certificate and diploma in computer applications (City and Guilds 7262). There are few opportunities for adults to gain level 3 qualifications at the community-based centres. School links for pupils aged 14 to 16 are good. They work towards the Oxford Cambridge and RSA Examinations (OCR) certificate in using IT (New CLAIT). Currently, there are 23 students in this age-group

### **Achievement and standards**

74. Retention rates on all full-time courses except AVCE are improving and are above national averages. Average attendance is satisfactory at 88%. The monitoring of attendance has improved since the introduction of student support advisors. Pass rates are good on full-time courses, with GNVQ foundation and AVCE reaching 100% last year. Retention rates on the City and Guilds 4248 course are low, but pass rates have improved steadily over the last three years.

75. Students show confidence in using computers and advanced students are able, for example, to design professional forms and produce 20-second animated commercials. Students on the GNVQ intermediate course attend an enrichment course on computer maintenance and recently produced a guide to maintaining computers. Two non-English speaking students enrolled on GNVQ courses and attended the study support centre. These students both progressed to the advanced course.

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

Qualification	Level	Completion year:	2001	2002	2003
---------------	-------	------------------	------	------	------

Unitised short course	entry	No. of starts	**	470	404
		% retention	**	53	79
		% pass rate	**	69	89
City and Guilds 4248 short course	1	No. of starts	645	915	535
		% retention	64	65	61
		% pass rate	74	85	82
GNVQ foundation in IT	1	No. of starts	27	34	39
		% retention	67	82	85
		% pass rate	0	68	100
City and Guilds 7261 (2 year diploma)	2	No. of starts	**	83	81
		% retention	**	60	70
		% pass rate	**	80	75
GNVQ intermediate in IT	2	No. of starts	42	53	45
		% retention	71	75	84
		% pass rate	50	65	76
AVCE (2 year)	3	No. of starts	*	30	26
		% retention	*	80	69
		% pass rate	*	79	100
National certificate (2 year)	3	No. of starts	21	36	18
		% retention	57	36	50
		% pass rate	67	62	83

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

\* course not running

\*\* fewer than 15 students enrolled

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

76. Teaching is satisfactory or better in most lessons. In the better lessons, students are engaged in their work and enjoy their learning. For example, students built a personal website on a subject of their own choice, downloading and including images and texts from the Internet. They were so involved that they asked the teacher if they could extend the lesson by another two hours. In the less than satisfactory lessons, the students are not sufficiently involved. They waste time waiting for the teacher's attention and, on occasion, spend time chatting informally and playing inappropriately on the Internet. Students on part-time courses are able to learn at a pace that suits them. They use very good learning resources and are supported well by their teachers. In some lessons, young women are in the minority and, occasionally, are ignored by the teachers who pay more attention to demanding young men in the class.

77. ICT and other learning resources are very good. The staff and students have immediate support from dedicated technical staff and an ICT help desk. Students can use the college intranet to search for and download course and other information which they incorporate effectively into their work. They can also use, through a dedicated website, personal disc space, e-mail and relevant chat rooms. These systems can also be accessed from outside the college so that staff and students can remain in contact and continue with their work from home.

78. Initial assessment and induction are effective, and ensure that students are on the right course at

the right level. The assessment includes an analysis of preferred learning styles, but teachers do not make sufficient use of the results of this in planning their lessons. All full-time students take a three-week preparatory course that covers the key elements in all courses. This ensures that students can transfer smoothly to other courses if they are more appropriate to them.

79. Tutorials for full-time students are effective in providing support. Group sessions cover a range of issues such as HE, health and safety and raising self-esteem. Individual tutorials support students with personal problems and deal with any performance issues such as poor punctuality or inability to meet deadlines. Staff have access to information about learners from the college's MIS and use it to discuss students' attendance and progress during tutorials.

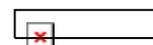
80. Interim assignments are set and marked, but results are not used to improve performance. Individual learning plans are reviewed every term, but target setting is weak and sometimes vague, and there is insufficient monitoring of the pace at which students achieve their targets. Internal verification meets the requirements of awarding bodies. However, minutes of internal verification meetings do not show targets achieved or actions remaining to be carried out.

81. At the community centres, students get verbal feedback throughout the flexible learning sessions. However, written feedback is insufficiently thorough, and varies from a tick to detailed suggestions for improvement. Marked assignments are returned within seven days. Internal verification at the community centres is thorough, with careful feedback to assessors and close monitoring of new markers until they reach the required standard.

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

82. Management of community and college ICT provision is good. New staff are supported well through induction, mentoring and training. All staff use intranet-based discussion groups to share good practice and resources, and to communicate and organise meetings. Staff meetings are regular and staff are well informed as a result of better communications, following a recent restructuring. Managers give good guidance and support to staff and working relationships are good. The management information team has worked with staff at the community-based centres to develop an effective database for monitoring student progress, but this system has not been extended to the college's main site.

### **Hospitality, sports, leisure and travel**



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

#### ***Strengths***

- high pass rates on most courses
- good teaching and learning in sport, leisure and tourism
- good resources having a positive impact on vocational skills

- wide range of courses
- good support for students
- effective management of the curriculum area.

### ***Weaknesses***

- poor retention rates on some courses
- insufficient good teaching and learning of practical skills on food preparation and cooking.

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

83. The college's wide and very good range of courses meets the needs of students and industry particularly well. These include full-time and part-time courses from levels 1 to 3 in bakery, food technology, hospitality, leisure, sport and travel. Full-time courses lead to AVCE, GNVQ, NVQ, national diplomas and other vocational qualifications. Part-time provision includes NVQ and specialist travel and food technology programmes. Short courses include food hygiene and sports coaching. There are 228 full-time students and 1,930 part-time students of which 512 are students aged 16 to 18 and 1,646 are adults. Just over 40% of these are adult food technology students, who receive training in work places across Humberside.

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

84. Pass rates on most courses are high. Pass rates in food and drink manufacturing operations have remained particularly high at well over 90% between 1999/2000 and 2001/02. Other qualifications, particularly food hygiene and most leisure, tourism and sport courses, are well above the national average for the last three years. Retention rates for the food and drink manufacturing operations course are very high, and have been for the last three years. The high retention rates for the level 1 progression award in sport and leisure have declined by 15% over the last three years. Some retention rates are low. Over the last three years, just under half of the students on the NVQ level 2 courses in food preparation and cooking have left early. The number of students completing the GNVQ in intermediate leisure and tourism has declined by a fifth between 2000/01 and 2002/03 to 13% below the national average.

85. The work of students aged 16 to 18 and adults is mostly good and they make effective progress on prior levels of attainment. Sport, leisure and tourism students develop good vocational skills, work well in teams and are good at resolving problems. Leisure and tourism students make good use of evidence gathered on visits to Spain and local visitor attractions in their portfolios. Adult food technology students develop their occupational competences and knowledge well to the standard which industry requires. During the week of the inspection, attendance and punctuality were good.

### ***A sample of retention and pass rates in hospitality, sports, leisure and travel, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
Food hygiene certificate	1	No. of starts	466	485	438
		% retention	100	100	100
		% pass rate	88	98	97
Progression award: sports and leisure level 1 indoor, outdoor	1	No. of starts	32	29	28
		% retention	94	86	79
		% pass rate	93	100	95
NVQ in catering and hospitality (food preparation and cooking)	1	No. of starts	43	25	32
		% retention	77	76	78
		% pass rate	64	84	80
NVQ in catering and hospitality (food preparation and cooking)	2	No. of starts	*	40	28
		% retention	*	58	50
		% pass rate	*	83	93
Food and drink manufacturing operations	2	No. of starts	403	612	839
		% retention	99	90	95
		% pass rate	94	100	**
GNVQ in intermediate leisure and tourism	2	No. of starts	26	38	34
		% retention	81	74	62
		% pass rate	100	86	95
Travel agents certificate - primary	2	No. of starts	89	72	66
		% retention	76	81	85
		% pass rate	72	74	73
Community sports leader award (CSLA)	2	No. of starts	104	50	55
		% retention	87	86	78
		% pass rate	67	84	93

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

\* fewer than 15 students enrolled

\*\* data unavailable

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

86. Teaching and learning in sport, leisure and tourism are good. Teachers use effective questioning techniques to kindle debate and check students' learning. They provide students with clear information in a confident and lively manner. Students remain interested and attentive throughout lessons. Individual and small group work is challenging and stimulates student discussion. Adult work-based students on food and drink operations courses receive good on-the-job training. Staff produce good quality learning materials which take account of the specific needs of the company and also provide relevant information to meet awarding bodies' occupational standards. The materials make good use of colour, diagrams and pictures, and employs language which is easily understood by students. Teachers use residential courses and local and national visits to support learning well. Hospitality students have visited a highly rated local restaurant to develop their understanding of fine dining.

87. There is insufficient good teaching of practical skills on food preparation and cooking skills courses. Lessons are insufficiently demanding and there is a lack of customers in the college's

public restaurant to develop students' occupational skills. Occasionally, some teachers demonstrate poor occupational practice.

88. Teachers hold appropriate professional, teaching and assessor qualifications and most have relevant trade experience. Some hospitality teachers lack up-to-date understanding of current industrial practice. Teachers use resources well to support teaching and learning. The well-equipped sports resources provide students with good industry standard equipment to work with paying clients to improve their theoretical understanding and practical skills. The well-maintained training kitchens contain good equipment. The college has recently introduced a new service point to develop students' skills in quick service styles of catering. Theory lessons, which take place in the college restaurant and bar area, are often interrupted by noise from the kitchens.

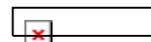
89. Assignment topics are relevant to students' needs and stages of learning and are appropriately demanding. They successfully stimulate students' interest. Key skills assignments are vocationally relevant. Thorough internal verification of food and drinks operation NVQs provides good support for assessors. Insufficient customers in the college restaurant constrains opportunities for assessment.

90. Support for students is good. Initial assessment effectively identifies the nature and degree of support needed by students. The good induction programme helps students settle quickly and develop their team building skills. Support workers provide help in lessons to assist students with literacy and numeracy needs, apart from hospitality practical lessons where the lack of support has delayed students' progress. Tutorials for sports, leisure and tourism students provide good careers advice and guidance on progression to university. The college supports the costs of students' travel, visits and residential trips.

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

91. Leadership and management of the curriculum area are good. Managers have taken significant action to reverse declining trends in retention rates. Prior to this, the response to low retention rates was slow and ineffective. Internal communications are good and staff are fully involved in the business planning process. Effective analysis of students' views informs the self-assessment report and contributes to action plans. Managers and staff make effective use of the good MIS to monitor the quality of provision. Managers have been particularly effective in meeting the needs of the local food and drink industry in developing a range of useful courses, which are provided in the workplace. Regular and effective communications between the college and work-based staff has helped to develop a strong relationship between the college and the local food technology industries.

### **Hairdressing and beauty therapy**



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

#### ***Strengths***

- good lesson planning
  
- good key skills provision

- good breadth of provision to meet students' aspirations
- high quality specialist facilities and resources
- good support for full-time students.

### ***Weaknesses***

- slow progress towards NVQ qualifications
- poor co-ordination of on-the-job and off-the-job training.

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

92. The college offers a very good range hairdressing and beauty therapy courses for students aged 16 to 18 and for adult students. Full-time courses include hairdressing NVQ at levels 1 and 2 and beauty therapy at levels 2 and 3. Hairdressing, beauty therapy, holistic and complimentary therapies are available through part-time study in the day or evening. There are 454 beauty therapy and 257 hairdressing students. Some 58% of beauty therapy students are aged over 19 and in hairdressing the proportion is 38%. All full-time students take exams in hairdressing or beauty hygiene. The college provides work-based learning for 32 modern apprentices.

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

93. Pass rates are high on most courses. The pass rates for beauty therapy specialist courses at level 3 have been outstanding for the last three years. In 2002/03, the pass rate on hairdressing at NVQ level 3, although declining by 18% from the previous year was still 24% above the national average. Retention rates for beauty therapy NVQ and specialist courses at level 3 have increased significantly between 2001/02 and 2002/03 to well above the national average. However, the retention rate for NVQ beauty therapy at level 2 has remained static at around 64%. Work-based learning pass rates have improved significantly, with 73% of learners completing successfully in 2002/03 compared with 41% in 2001/02.

94. Students aged 16 to 18, those aged 19 and over and work-based learners have good practical skills. Students develop further their practical skills in hair and beauty competitions. Students work well on their own and have high levels of customer care skills. They make good progress on prior levels of attainment. Most students' written work ranges from satisfactory to good. Students make good use of ICT including scanning images and photographs into their portfolios.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
NVQ hairdressing	2	No. of starts	97	98	53

		% retention	49	38	62
		% pass rate	65	81	79
NVQ beauty therapy	2	No. of starts	80	81	80
		% retention	63	63	65
		% pass rate	72	73	78
NVQ hairdressing	3	No. of starts	17	18	20
		% retention	71	94	80
		% pass rate	92	100	82
NVQ beauty therapy	3	No. of starts	28	30	18
		% retention	93	80	100
		% pass rate	58	71	78

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

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

95. Most teaching is good. Lesson plans take careful account of students' preferred learning styles and particularly of their individual learning requirements. For example, the lesson plan for hair braiding has careful instructions on how to respond to different levels of students' abilities. In the better lessons, teachers make effective use of a range of teaching and learning methods to motivate and maintain students' interest. In key skills lessons, there is strong assistance from support workers to provide additional learning and language support. Individual learning tasks in key skills are linked well to vocational topics. In some instances, not all students find the teaching challenging and are not productively occupied in learning. There is insufficient co-ordination between training provided in salons used for work-based learning and the college.

96. Teachers are enthusiastic and are well qualified, and have appropriate commercial experience. They use the high-quality specialist accommodation and equipment well to improve the standard of learning and student attainment. The newly refurbished reception area and salons are of a good commercial standard and provide students with a realistic work environment in which to practise and develop their hairdressing and beauty therapy skills. In some practical lessons, the lack of clients restricts assessment opportunities and limits students to working on head blocks or on each other.

97. Arrangements for NVQ assessment of occupational competences are inadequate. No assessment takes place in the workplace for either work-based learners or full-time students on work experience. This has hindered students' progress towards their NVQ. In some instances, this leads to students having to return after their course end date to complete their assessments. Some salons used for work-based learning have qualified assessors who are not involved in the assessment process.

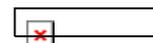
98. Students' work is marked well. Teachers provide students with good quality constructive feedback. However, employers are unaware of the progress of work-based learners. There is a well-established programme of thorough tutorials for full-time students. Part-time students do not have a formal tutorial programme, but they receive good individual support from tutors. Tutors carefully monitor students' progress. They make good use of short-term learning targets to encourage students to make better progress. Dyslexic hairdressing and beauty therapy students have particularly good support.

### **Leadership and management**

99. Leadership and management of the curriculum area are good. Staff meetings are regular and productive. The minutes of these meetings have clear action points to resolve issues. Staff understand their roles and responsibilities clearly and work well together as a team. Observations of

teaching and learning are well-planned and effective. The rigorous attendance monitoring system is starting to improve retention rates. There are regular surveys of students' views which are shared with students through the tutorial system. Feedback from employers is not sought and links with employers are not fully developed, particularly in the co-ordination of on-the-job and off-the-job training for work-based learners. The self-assessment report is accurate. However, some of the strengths identified in the report would be regarded as normal practice and some weaknesses identified during the inspection were not included in the self-assessment report.

## Health and social care



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

### ***Strengths***

- very good pass rates
- much good and innovative teaching
- good progression across a broad range of courses
- effective assessment and monitoring of student progress
- good leadership and management.

### ***Weaknesses***

- poor integration and assessment of key skills.

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

100. The college offers a good range of provision in childcare and health and social care on a full-time and part-time basis. Full-time courses include Council for Awards in Children's Care and Education (CACHE) courses offered at entry level, foundation (level 1), certificate (level 2) and diploma (level 3). Health and social care comprises GNVQ foundation (level 1) intermediate (level 2) and AVCE level 3. These courses are followed mainly by students aged 16 to 18. Part-time provision is extensive, from level 1 to level 3, offered on a day or evening basis. This is mainly taken up by adult students. Courses include OCN managing children's behaviour, level 1, NCFE initial training for classroom assistants, health and social care intermediate and AVCE and CACHE courses at levels

2 and 3. There are 575 full-time enrolments and 567 part-time enrolments in the area.

### **Achievement and standards**

101. Pass rates on childcare and health and social care courses are very good. They are well above average for the sector. Retention rates are above average on all courses except the certificate in childcare and education which dropped below average in 2003.

102. Standards achieved in lessons, work in students' files and portfolios are satisfactory or good in relation to the demands of the course. At advanced level the majority of students are able to analyse and interpret information competently, within their specialist area. They can effectively link theory to practice. They have a clear understanding of the vocational context of health and social care and childcare, and the underpinning value base. In a diploma in childcare and education lesson, students showed clear knowledge and understanding of the ethical implications of an experiment on discrimination using young children. They evaluated effectively the experimental design, drew clear conclusions about the influence of an authority figure on the actions of the children and reflected on how this was relevant to the professional role they would play in the future.

103. Students have good knowledge and understanding of key concepts in the topics studied. They use this as a framework for analysis or skill development. Adult students in an intermediate health and social care lesson used case study material effectively to analyse the emotional experience of adolescents. In a foundation class students used their knowledge of the different developmental stages of babies and toddlers to establish safe practice in the bath.

### **A sample of retention and pass rates in health and social care, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Caring for young children	1	No. of starts	40	44	49
		% retention	90	80	87
		% pass rate	92	74	100
GNVQ health and social care - intermediate	2	No. of starts	70	71	56
		% retention	76	70	86
		% pass rate	56	82	94
Certificate in childcare and education	2	No. of starts	44	80	71
		% retention	86	81	72
		% pass rate	87	97	100
AVCE Advanced health and social care - double award	3	No. of starts	*	26	27
		% retention	*	73	78
		% pass rate	*	89	86
Diploma in childcare and education	3	No. of starts	21	37	36
		% retention	95	46	86
		% pass rate	95	94	100

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

\* course not running

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

104. There is much good teaching leading to effective learning. There are good progression routes

in health and social care and childcare, and the majority of students progress to a course of study at a higher level. Teachers are enthusiastic and knowledgeable. They make lessons interesting and vocationally relevant by using examples drawn from their own experience in professional settings. Teachers are specialists in different aspects of the syllabus and regularly update their specialist knowledge through contact with the professional sector, or additional training. In the best lessons, teaching is well planned with clear learning objectives setting out what students will know, understand and be able to do at the end of the session. These objectives are shared with the students. Learning is organised through a range of interesting activities to develop thinking and practical skills relevant to the area of study.

105. In an advanced level lesson for adult learners, students explored the effects of pre-term delivery and care of premature babies. This was approached through the use of a variety of teaching strategies including video clips, simulation and students' personal experiences of labour and childbirth. This session was followed up with a visit to the special care baby unit of the local maternity hospital. Staff negotiate well with students to plan assessment opportunities to achieve specific units on NVQ courses. Teaching effectively develops students' skills and knowledge at a pace that is geared to meet their individual learning needs. Students' learning is enhanced by a wide range of enrichment activities which are both educational and recreational, for example, visits to a special care baby unit, guest speakers to the college and social trips to theme parks.

106. Teachers are well qualified. Most have recent, relevant professional experience which they use to good effect in the classroom. The area is well resourced. Learning is supported by effective use of texts, video, and clear detailed handouts which can be used to extend and consolidate learning. Equipment for the childcare courses is adequate and includes the essential large and small items for baby care. Students benefit from good work placements, which enable them to link theory to practice in a professional setting. Two advisory groups, with representatives from the local community and professional bodies, work with the department to ensure that the curriculum is up to date and to provide placements for students.

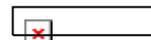
107. Assessment is rigorous and accurate. The internal verification system is thorough. Assignments are marked regularly and include constructive feedback to help students improve the standard of their work. Most teachers are skilled in assessing learning in the lesson through effective question and answer. Feedback from placement supervisors contributes to the assessment of students' work.

108. Support and guidance for students are good. Tutorials are good and effectively support learning. The needs of students requiring additional support are effectively met. Timetabling is responsive to the needs of adult students. Classes start and finish at times to accommodate adults with children. Financial support is available for students who would otherwise be unable to continue with their studies.

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

109. Leadership and management are good. Direction is clear and focuses on providing a high standard of teaching and learning in the area. Strategic planning is effective in its response to the rapidly increasing demand for provision in the area. There is a clear structure which ensures effective management at all levels of provision. The two course teams, health and social care and childcare, are becoming more integrated under the revised management structure. Where possible staff teach on both courses and share expertise and resources. Communication is good. Staff work well as a team. Self-assessment is thorough and accurate. Relevant strengths and weaknesses are identified. Recent changes to improve key skills and ILT have not yet fully affected practice or achievement. Quality assurance is good and includes effective measures of quality through lesson observation, analysis of results, monitoring of placements and monitoring of learning by the course team.

### **Media**



Overall provision in this area is **outstanding (grade 1)**

### ***Strengths***

- high and significantly improved pass rates
- very good teaching
- very high-quality, industry-standard learning resources
- wide range of programmes with good progression
- strong leadership and management.

### ***Weaknesses***

- no significant weaknesses.

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

110. A wide range of media-related courses is offered at all levels from entry level to level 4. The department contributes units to entry and level 1 courses, including skills for working life and NCFE media, music and performance. There is a full-time GNVQ intermediate course and a range of level 3 programmes including AVCE single and double awards and national diplomas in moving image and print as well as GCE AS and A-level media and film studies. In addition to these, there is a range of level 3 and level 4 NVQ programmes encompassing print and broadcast journalism. Part-time adult provision includes NCFE video and OCN digital photography. These courses are also taken by full-time students to extend their learning.

111. The college has recently been awarded funding to develop a CoVE in media. It is making good progress towards its targets in the first year of its business plan. For example, there are new courses in journalism and moving image at national diploma level plus the target for the number of community groups taking part in short 12-hour video training courses has been exceeded. There are currently 395 students aged 16 to 18 of which 112 are full time, and 135 students aged 19+ of whom 27 study full time on media-related courses.

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

112. Pass rates are high and improving significantly for most courses. For example, AVCE double award and NVQs in broadcast journalism and sub-editing were excellent at 100% in 2002/03. The

pass rate for intermediate GNVQ has risen over the last three years to significantly above the national average. Retention rates are above the national average for most courses. In 2001/02, 71% of students who passed GCE AS film studies achieved high grades; for GNVQ media, the figure was very good at 31%, compared with a national average for high grades of 22%.

113. Students' practical production work is of a very high standard. For example, AVCE students demonstrate high level video editing skills in the production of popular music videos and national diploma in moving image students are able to work effectively and purposefully as part of a team in a professional studio environment to produce broadcast quality work. Students on NVQ courses demonstrate very high levels of critical analysis and research skills. They effectively prepare for participation in the workplace by making commercial quality programmes for broadcast on local radio and a local cable television channel. The quality of learning is high for both students aged 16 to 18 and adult students.

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

Qualification	Level	Completion year:	2001	2002	2003
GNVQ intermediate media	2	No. of starts	15	14	32
		% retention	53	93	78
		% pass rate	50	77	80
AVCE double award media	3	No. of starts	*	51	41
		% retention	*	53	66
		% pass rate	*	89	100
NVQ sub-editing	4	No. of starts	*	14	15
		% retention	*	93	93
		% pass rate	*	100	100

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

\* course not running

***Quality of education and training***

114. Teaching is good or very good in most lessons. Of the lessons observed, the proportion of good or better lessons was 11% above the national average for this curriculum area. Lessons are very well planned and structured to help students learn effectively. Classroom management in technical areas is outstanding. For example, a group of national diploma students demonstrated excellent teamwork skills and health and safety awareness in a complex studio environment. In the best lessons, teachers apply very high degrees of enthusiasm and professional knowledge to promote learning. Role plays are used to enliven theory lessons. For example, in one lesson, trainee journalists improved their interview techniques and demonstrated perceptive questioning by taking part in a mock press conference facilitated by a local newspaper editor taking the role of a local football chairman. In a theory lesson, students gave informed and entertaining presentations on the visual iconography of given movie genres. In a film studies lesson, the teacher made very good use of technical facilities to illustrate discussion with related film clips.

115. Teachers use real production deadlines to give practical lessons pace and energy. For example, students studying NVQs in broadcast and radio journalism are successful in meeting rigorous weekly deadlines imposed by programming schedules on local radio and cable television stations. This requires ideas for features to be identified and produced to broadcast quality within four days. In an IT lesson, AVCE students effectively drew on their prior knowledge rapidly to learn and use the latest version of multimedia production software.

116. Students benefit from opportunities provided by visits and residential. National diploma in journalism students recently took part in a successful mock press conference as part of a major incident safety exercise at a large local manufacturing plant. GNVQ intermediate level students have been to Whitby for location film making experience with high-quality results.

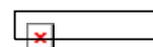
117. Students' learning on media courses is enhanced by the availability of high-quality, industry-standard resources. These include a well-equipped television studio and a purpose-built lecture theatre including a large projection screen and high-quality sound. ICT resources include suites of industry-standard multimedia computers running high specification software to facilitate print, CD-ROM, web page design, digital video editing and radio production. Teaching rooms are very well furnished and provide a professional working environment with data projectors which are well used to facilitate a range of teaching methods. Technical support is comprehensive. A well-written and informative technical support guide is provided for all students. The area also has purpose-built facilities off campus, including an industry-standard TV studio in Immingham and a radio station in partnership with a local school in Louth. In addition to this, two mobile outside broadcast units are used to provide video training to local community groups. The staff team is large and well qualified. Many have current or recent industrial experience which contributes to the currency of the teaching.

118. Students' progress is effectively monitored. A specialist tutor has responsibility for monitoring students' achievement and is the first point of reference for all assignment work. This is an innovation effectively incorporated into the tutorial system. Assessment feedback is thorough and supports individual action planning. There is an extensive range of courses for students aged 16 to 18 covering all media disciplines. Internal progression is very good, with 17 students (68%) progressing from level 2 GNVQ to AVCE/national diploma media in the previous academic year. In addition to these, 76% of full-time level 3 students progressed to HE courses.

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

119. Leadership and management are outstanding. The area has a clear strategic direction and managers successfully communicate this to staff. Teachers are extremely enthusiastic and have been able to take advantage of recent significant growth in provision linked to the CoVE status to develop their skills and work over a number of courses. The college encourages and promotes staff training. Thorough quality review systems involve all staff and there are clearly understood procedures for dealing with attendance and retention rates. Student representatives are present in various course meetings. Actions are clearly ascribed to individuals and outcomes are monitored. All teachers are provided with personal laptops and have the opportunity to work across a range of courses. Their contributions are valued by managers. Resources are deployed effectively to support all students and provide value for money.

### **English and modern foreign languages**



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

#### ***Strengths***

- good and improved retention and pass rates on GCSE English
  
- good pass rates on most GCE AS and A2 English courses

- effective teaching of adults
- wide range of level 1 and level 2 modern language courses available in the evening.

### ***Weaknesses***

- low retention rates on a number of courses
- some low pass rates
- many lessons not meeting individual students' needs.

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

120. The college offers a good range of courses, including GCSE English and Spanish, GCE AS and A-level English literature and GCE AS and A-level English language. Through partnership with a local school sixth form, students are also able to study GCE AS and A-level French, German, and English language and literature. Approximately 200 students follow GCSE and GCE A-level courses in English and modern languages. Recruitment on to GCE AS and A-level French and German is low, with only five students following these courses. A certificate in English as a foreign language is also offered. Part-time evening provision in modern languages is substantial with level 1 and 2 courses in French, Spanish and Italian and a first certificate in English. GCE AS English language, GCE AS and A-level English literature and GCE AS French courses are also offered to students as part of the college's evening provision. Approximately 200 students are enrolled on to full-time day courses and a further 200 study part time in the evening.

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

121. Retention and pass rates in GCSE English have improved significantly from 2001 and are now above the national average with A\* to C pass rates at 76%. Results on GCE AS and A-level English courses have been good. In 2003, the pass rate in GCE AS English literature was 96% and at GCE A level it was 100%. GCE AS and A-level English language pass rates are also good, but retention rates have declined to below average. The college introduced GCE AS English language and literature in 2002, but results were poor with only 50% of students passing the course. Value added analysis indicates that English literature students make good progress in terms of prior attainment, but this is not the case in English language, where many students underachieved in 2003 in relation to their qualifications on entry.

122. On some modern language courses, retention and pass rates have been low. Pass rates on the first certificate in English course have been low and significantly below the national average, in 2002, at 21%. Pass rates on language courses at levels 1 and 2 have been variable, and in some cases poor.

123. Many students produce work of a good standard during lessons. In a GCE A-level English

language class, students had undertaken independent research into the styles of different varieties of English. These included the language of travel writing, sport, love songs and fairy tales, which enabled the students to present their findings on the distinctive linguistic qualities to the class. Adult students demonstrate effective personal and learning skills. For example, GCSE English students worked enthusiastically in groups preparing imaginative narratives for class discussion, and in modern language classes, students enjoyed participating in role play exercises, gaining confidence in speaking in the target language. In a minority of lessons, students remain passive and are not sufficiently engaged in tasks.

***A sample of retention and pass rates in English and modern foreign languages, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
GCSE English*	2	No. of starts	100	131	83
		% retention	60	59	72
		% pass rate	58	65	76
GCE AS English literature	3	No. of starts	47	44	45
		% retention	79	75	82
		% pass rate	84	97	96
GCE AS English language	3	No. of starts	25	33	33
		% retention	84	79	76
		% pass rate	81	92	90
GCE A2 English literature	3	No. of starts	**	21	18
		% retention	**	76	94
		% pass rate	**	100	100
GCE AS French	3	No. of starts	18	***	17
		% retention	74	***	76
		% pass rate	90	***	67

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

\* pass rates are for A\* to C

\*\* course not running

\*\*\* fewer than 15 students enrolled

***Quality of education and training***

124. Teaching on English and modern language courses is generally satisfactory, and in a small number of cases, better. Lessons are well planned and feedback to students is positive and encouraging. In the best lessons, teachers present material in interesting ways. An adult GCE A-level English literature class studying Huxley's *'Brave New World'* in comparison with Orwell's *'1984'* recorded descriptions of these futuristic societies on the board and evaluated writers' depictions by extracting relevant textual examples. Students were beginning to form sophisticated literary judgements. A GCSE English group enjoyed devising a range of plot and character scenarios for a personal writing assignment based on stimulus photographs. The students achieved a good understanding of the effectiveness of different narrative methods. An Italian lesson engaged students in a range of increasingly demanding tasks that improved students' oral skills. Students role-played booking a table in a restaurant. By the end of the lesson, students were able to explain in Italian in some detail how to cook their favourite Italian dish. A GCE A-level German class reached a good understanding of the differences between political parties in Germany. In this lesson, the teacher used presentation software effectively to reinforce key points and check students'

understanding through an interactive quiz.

125. In some classes, teaching is unimaginative and fails to stimulate students' interests. In less effective lessons, there are insufficient checks on students' progress. Some teachers do not use questions effectively to develop students' understanding of essential concepts. Group work is not always well managed and, in some classes, students are not actively involved in discussion; they listen passively to teachers or copy down notes for long stretches of time.

126. Teaching and learning resources are adequate. Most staff have appropriate qualifications in their subject, although not all have teaching qualifications. Classrooms are well equipped with overhead projectors and whiteboards. There are some displays about key writers and texts, but there is little or no display of students' work in most classrooms. Students have good access to ICT facilities and there are useful intranet sources available for literature students, for example, interactive web-based activities on set texts and sources of literary criticism. The library is well stocked with a good range of language and literature texts, video material and wider, recreational reading.

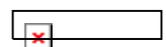
127. The assessment and monitoring of students' progress are generally satisfactory and good on some courses. Students are set written work at regular intervals and assignments are returned with helpful comments. In some cases, it is unclear how marks or grades have been awarded and feedback is not always placed firmly in the context of examination requirements. GCE AS and A-level students are set target grades based on a value added system and these are used as part of a termly review process. There is no formalised target setting on part-time modern language courses at levels 1 and 2.

128. Students receive good guidance and support. Various taster days, school visits and interviews ensure students choose courses that are right for them. Course induction is thorough, with informative handbooks explaining course structure. Students are well-supported through informal and formal arrangements. GCE AS and A-level courses have 30-minute sessions each week for academic tutorials to discuss written work and to monitor progress with individual students. Termly reviews of students' progress are used well to inform individual learning plans. Part-time evening class students do not have access to the same tutorial support systems. However, there has been some more formalised extension of this provision to part-time students on evening courses in English, with teachers making appointments to review progress. Although students' individual needs and preferred learning styles are assessed on entry, this information is insufficiently used in the planning of teaching and learning.

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

129. Leadership and management are good. The area is well managed by a curriculum leader new to the college, but with clear strategies to improve any weaknesses in provision. Self-assessment in the department has not been sufficiently comprehensive or rigorous, and there has been insufficient action planning at subject level, although there have been recent improvements. Some new and inexperienced staff are without subject-specific mentoring which has a direct impact on the quality of teaching and learning on some courses. English teams meet regularly to plan course delivery and monitor student achievements, but there is little evidence of the sharing of effective teaching and learning methodologies across the whole team to promote consistency of curriculum delivery.

### **Foundation programmes (literacy and numeracy)**



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

### ***Strengths***

- good support for students with dyslexia
- effective initial assessment process.

### ***Weaknesses***

- low pass rates on literacy and numeracy awards at levels 1 and 2
- insufficient knowledge and expertise in the teaching of literacy and numeracy
- learning activities not sufficiently matched to students' needs
- inadequate monitoring of the quality of provision by managers.

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

130. Full-time students aged 16 to 18 are enrolled on to either key skills or entry-level literacy or numeracy programmes. At the time of the inspection, there were 1,140 students attending key skills classes and 507 students on entry-level literacy and numeracy programmes. The teaching of these courses is the responsibility of the curriculum areas. Individual support for literacy and numeracy is also available and over 600 students are currently receiving additional support to develop their literacy and numeracy skills. Courses are also available for adults at community centres within the Grimsby area; however, very few adults are currently enrolled on these courses. The college intends to expand this area in the future. Support for dyslexia is provided for adults and children at the study support centre at the college.

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

131. In 2000/01 and 2001/02, few students achieved their literacy and numeracy key skills qualifications at level 1. Retention rates for both application of number and communication key skills are close to the national average. Pass rates for application of number at levels 1 and 2 are low ranging from 5% to 9%. Pass rates for communication are better at 22% and 34%, respectively, but are still below national averages. Students do not sufficiently demonstrate real gains in skills and understanding. They lack sufficient opportunities to apply their individual learning, as opposed to completing generic worksheets.

132. Many students on full-time courses receive additional support for literacy and numeracy during their key skills classes. In 2002/03, the retention rate for those students receiving additional support was 19% higher than the college average. This contributed significantly to the college's improvements in retention rates. Students with dyslexia receive support through the well-equipped dyslexia unit within the study support area.

### ***A sample of retention and pass rates in foundation programmes (literacy and numeracy),***

## 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
OCR key skills application of number	1	No. of starts	*	422	625
		% retention	*	80	73
		% pass rate	*	3	9
OCR key skills communication	1	No. of starts	*	292	536
		% retention	*	77	76
		% pass rate	*	2	22
OCR key skills application of number	2	No. of starts	*	393	313
		% retention	*	73	79
		% pass rate	*	0	5
OCR key skills communication	2	No. of starts	*	452	473
		% retention	*	81	76
		% pass rate	*	4	34

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

\* course not running

### Quality of education and training

133. There is too much unsatisfactory teaching; over one third of lessons were less than satisfactory. Much of this teaching is superficial and does not take sufficient account of the differing literacy and numeracy needs of individuals. In some literacy lessons, handouts contain a large number of spelling and grammatical errors. In numeracy work, teachers miss opportunities to show the relevance of the topic to students' vocational programmes. Too often, teachers talk for long periods with no opportunity for students to demonstrate their understanding of the topic.

134. Many staff who teach key skills lack the specialist skills required to improve their students' literacy and numeracy. Lesson planning does not draw on information from initial assessment. Much of this teaching is dull, with students working through uninspiring worksheets. In some literacy and numeracy classes, tutors are too ready to answer questions on behalf of their students, especially if the answers are not immediately forthcoming.

135. In the better teaching sessions, there are effective links between the vocational teachers and the literacy/numeracy support tutor. In one motor vehicle literacy class, students examined a tabloid newspaper article to determine whether it was the author's own opinion or based on true facts. The tutor used a clear and helpful handout and skilfully introduced the topic. Both tutors then effectively supported the session by circulating amongst the students and assisting them with their own interpretation of the article. However, this good practice is not shared across the different curriculum areas within the college, resulting in significant variations in the standards of literacy and numeracy teaching.

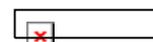
136. All full-time students have their literacy and numeracy skills assessed within the first four weeks of the course. Students who are identified as needing additional learning support are contacted and offered either 'on-course support' or the opportunity to attend an additional support workshop. An individual learning plan is prepared to identify targets, based on the core curriculum for adult literacy and numeracy. Student progress is monitored and recorded. The college has recently successfully introduced an entry-level course to meet the needs of a large number of their students for whom key skills are not appropriate. This ensures that students can pursue a qualification which meets their learning needs and builds on their prior attainment and experience.

137. The dyslexia centre is well resourced. Adults, students aged 16 to 18 and school children use this at weekends. Tutors keep detailed records of these students' learning goals and the progress that they make. There is very little adult literacy or numeracy provision either within the college or being delivered in the community.

### **Leadership and management**

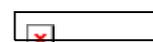
138. The management of literacy and numeracy across the college is unsatisfactory. Training for staff to ensure that they can effectively deliver literacy and numeracy programmes has been inadequate. This was not identified in the college's self-assessment report. There are clear policies on literacy and numeracy, which set out procedures and responsibilities. However, these do not ensure that students' literacy and numeracy needs are adequately met. The management of key skills has focused on the administration of the qualification rather than improving teaching and learning. Management and co-ordination of the range of activities designed for students with literacy and numeracy support needs are not adequate to ensure that the standard of provision is satisfactory and that their needs are being effectively met.

## **Part D: College data**



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

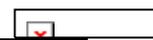
Level	16-18 %	19+ %
1	39	38
2	39	21
3	17	11
4/5	1	4
Other	4	26
<b>Total</b>	<b>100</b>	<b>100</b>



*Source: provided by the college in 2003*

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

Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	790	494	4
Land-based provision	113	196	1
Construction	456	1,275	6
Engineering, technology and	579	1,933	8



manufacture			
Business administration, management and professional	377	1,721	7
Information and communication technology	1,069	5,569	22
Retailing, customer service and transportation	106	137	1
Hospitality, sports, leisure and travel	1,094	2,386	11
Hairdressing and beauty therapy	415	487	3
Health, social care and public services	910	2,406	11
Visual and performing arts and media	541	693	4
Humanities	371	894	4
English, languages and communication	1,146	451	5
Foundation programmes	2,794	1,420	13
<b>Total</b>	<b>10,761</b>	<b>20,062</b>	<b>100</b>

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
<b>1</b>	Starters excluding transfers	1,892	1,110	980	2,721	2,570	3,471
	Retention rate (%)	69	60	67	68	66	57
	National average (%)	76	75	76	73	69	70
	Pass rate (%)	58	66	70	72	75	81
	National average (%)	65	69	71	66	68	71
<b>2</b>	Starters excluding transfers	1,844	1,355	1,531	2,611	1,686	2,083
	Retention rate (%)	71	69	67	69	74	65
	National average (%)	72	70	72	70	68	68
	Pass rate (%)	64	68	74	81	82	85
	National average (%)	67	69	71	64	68	72

	(%)						
<b>3</b>	Starters excluding transfers	1,115	1,432	1,202	1,313	1,406	1,272
	Retention rate (%)	59	64	66	63	66	68
	National average (%)	67	71	77	69	68	70
	Pass rate (%)	75	83	80	76	75	81
	National average (%)	75	77	79	66	69	72
<b>4/5</b>	Starters excluding transfers	16	*	*	278	122	167
	Retention rate (%)	25	*	*	63	58	69
	National average (%)	66	*	*	67	67	67
	Pass rate (%)	100	*	*	79	61	72
	National average (%)	65	*	*	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)	62	31	7	84
Level 2 (intermediate)	57	37	6	72
Level 1 (foundation)	51	35	14	43
Other sessions	63	12	25	16
<b>Totals</b>	<b>58</b>	<b>33</b>	<b>9</b>	<b>215</b>

© CROWN COPYRIGHT 2004. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Inspection reports are available on the Ofsted web site ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

Office for  
Standards  
in Education

