



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Woking College

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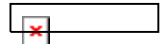
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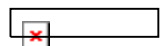
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Basic information about the college

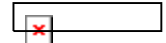


| | |
|------------------------------|--|
| Name of college: | Woking College |
| Type of college: | Sixth form college |
| Principal: | Martin Ingram |
| Address of college: | Rydens Way Woking Surrey GU22 9DL |
| Telephone number: | 01483 761036 |
| Fax number: | 01483 728144 |
| Chair of governors: | Marilyn Smith |
| Unique reference number: | 130831 |
| Name of reporting inspector: | Melanie Kavanagh HMI |
| Dates of inspection: | 3-7 November 2003 |

Part A: Summary



Information about the college

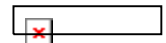


Woking College is a sixth form college established in 1977 to provide education for students aged 16 to 18 in the Borough of Woking. Approximately 70% of students aged 16 to 18 come from three local 11 to 16 schools. The college offers principally academic and vocational qualifications at advanced and intermediate level. The college also provides community and workplace education for students who are speakers of languages other than English. The college runs two information technology (IT) learning centres in the community and a Football Academy in co-operation with a local football club.

Woking's population in the 2001 census was 89,840, which represented a 4% increase in the 10 years to 2001. Woking's minority ethnic population is 9% and it has the largest Pakistani population in the south east after Slough. In 2003, 20% of the college's enrolments were from students who identified themselves as coming from minority ethnic communities. Woking has two of the three wards of deprivation in Surrey. Unemployment in Surrey is the lowest in the South East and is almost half the national average. A high percentage of students aged 16 progress to further education (FE). In 2000, the staying on rate was 85%.

The college offers courses in 10 of the 14 areas of learning. Provision in health and social care, engineering and sport, leisure and tourism is small. The largest curriculum areas in the college are humanities and visual and performing arts, which account for 31% of students. In the year beginning 2002, there were 607 students aged 16 to 18 on roll, of whom 541 were full time. There were 641 adult students, 494 of whom were part time. In 2002, 67% of students aged 16 to 18 were studying at level 3, 29% at level 2 and 5% at level 1. Most students aged 16 to 18 attend the college on a full-time basis and most adults attend on a part-time basis. The number of adult students studying at the college has grown from 580 in 2001 to 641 in 2002. Of the adult students, 21% were on level 3 courses, 10% on level 2 courses and 68% on level 1 courses.

How effective is the college?



Teaching and learning are satisfactory or good in all curriculum areas. Provision is good in science, visual and performing arts, English and modern foreign languages, and English for speakers of other languages. Provision is satisfactory in mathematics, business and administration, and information and communications technology (ICT) and computing. Overall provision in humanities is good but provision in psychology was given a contributory grade of unsatisfactory. The college's key strengths and areas that should be improved are listed below.

Key strengths

- strong leadership

- high pass rates on many level 3 courses

- high retention rates on most courses

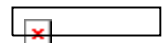
- effective resources and estate management
- good promotion of equal opportunities
- extensive enrichment activities
- good guidance and support for students.

What should be improved

- low pass rates on level 1 and level 2 courses
- low pass rates and poor management of key skills
- some aspects of quality assurance
- poor take up of additional learning support
- teaching to meet the differing needs of students.

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

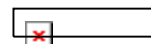
Quality of provision in curriculum and occupational areas



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

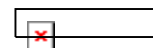
| Area | Overall judgements about provision, and comment |
|---|---|
| Science | Good. Pass rates and retention rates are high on most General Certificate of Education Advance Subsidiary and Advanced level (GCE AS and A-level) courses but A* to C pass rates for General Certificate of Secondary Education (GCSE) science are low. Teaching is thorough and effective. Good use is made of information and learning technology (ILT) to promote learning. Students' written and practical work is of a high standard. |
| Mathematics | Satisfactory. Pass rates and retention rates for GCE A-level mathematics are high, but A* to C pass rates for GCSE mathematics are low. There is effective individual support for students in lessons and the assessment of students' work is good. There is insufficient variety of teaching to challenge and support students of differing abilities. |
| Business and administration | Satisfactory. Pass rates are high on GCE A-level business and economics and GCE AS economics courses. Most teaching is varied and maintains and stimulates students' interest, but some teaching does not sufficiently meet the differing needs of students. There is good use of ILT to support learning. Pass and retention rates on General National Vocational Qualification (GNVQ) foundation courses are low. |
| Information and communications technology and computing | Satisfactory. Pass rates are high for GCE A-level computing and retention rates are high for the Advanced Vocational Certificate of Education (AVCE) IT award. Pass rates on all vocational courses are low. Teaching is good and students have good access to up-to-date computers. There is insufficient work experience for students. |
| Visual and performing arts | Good. Pass rates are high on all courses but pass rates at A* to C are low for GCSE media. Teaching is good and students benefit from very good specialist resources. Students work is at a high standard on art, design, drama and music courses. There is effective individual support for students. |
| Humanities | Satisfactory. (Contributory grade for psychology unsatisfactory.) Pass rates are high on many GCE AS courses and retention rates are high on GCE A-level courses. Most teaching is varied and stimulating. There is good individual support for students. Psychology pass and retention rates are low and insufficient action has been taken to address weaknesses in this subject. |
| English and modern foreign languages | Good. Pass rates are high on all GCE AS and A-level courses but pass rates at A* to C for GCSE English language are low. Teaching is good, with a range of strategies used to stimulate and interest students. There is good use of the target language by modern foreign language teachers and students' written and oral work is of a high standard. |
| English for speakers of other languages | Good. Teaching is good and well matched to the needs of students. Courses and programmes are well managed and responsive to students' needs. Students achieve high standards of written and oral work and there is effective and rigorous use of individual learning plans. |

How well is the college led and managed?



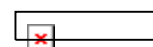
Leadership and management are satisfactory. The college has made sound progress since the last inspection and a clear mission has been established. The reorganisation of curriculum management has resulted in an increased focus on students' achievements. Curriculum management is good or satisfactory. The strategic plan gives a clear direction and progress is monitored systematically against clearly stated targets. Staff development is effectively linked to the strategic plan and is focused on improvements to teaching and learning. However, there is insufficient monitoring of the impact of staff development on teaching and learning. The college's self-assessment report is accurate but a minority of course reviews are insufficiently rigorous. The accuracy of management information has improved and the college is starting to use data effectively to inform planning. In 2003, pass rates were below national averages at levels 2 and 3 for students aged 16 to 18. There has been a decline in the number of students aged 16 to 18. Lesson observation and appraisal are insufficiently judgmental and there are no clear and explicit links between lesson observation and appraisal. There is good promotion of equal opportunities and financial management is good. Governance is good and governors are experienced and knowledgeable.

To what extent is the college educationally and socially inclusive?



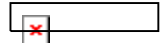
The college's response to educational and social inclusion is good. There are clear and successful strategies to widen participation. The college has worked effectively with schools to recruit students who had not considered progression to FE. Provision at levels 1 and 2 provides clear progression routes in most areas of the curriculum. A wide range of subjects is offered at level 3. The college has strong links with the community and provides a wide range of courses, including workplace provision, for speakers of languages other than English. The college's response to the Special Educational Needs and Disabilities Act 2001 (SENDA) and the Race Relations (Amendment) Act 2000 is good. Staff training has been accompanied by specialist external advice and learning resources have been reviewed to ensure their compliance with the Race Relations (Amendment) Act 2000. Access to the buildings and specialist resources for students with restricted mobility is good. The equal opportunities policy is well disseminated to staff but monitoring of the policy is unsystematic.

How well are students and trainees guided and supported?



Guidance and support for students are good. The college provides students aged 16 to 18 with comprehensive advice before they start their courses. Advice and guidance for adults is less well developed. The induction programme is effective in helping students settle quickly into their courses. The tutorial programme for full-time students provides good academic and pastoral support. There is good communication between tutors and subject teachers. Students' progress and attendance is closely monitored. There are good working relationships between teachers and parents and effective communications through regular reports and parent evenings. The college provides a counselling service and refers students to external support services where appropriate. Careers advice and guidance are good. There is appropriate information and advice to students on progression and a well-attended progression conference provides students with extensive information on higher education (HE) and employment opportunities. Initial diagnostic testing of students is prompt but there is poor take up of additional learning support. The college has insufficient information to measure the impact of learning support on retention and achievement.

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

- committed and supportive teachers

- the small size and friendly atmosphere of the college

- individual tutorials

- good personal support, advice and guidance

- tracking of attendance and progress

- good access to ICT and the learning resource centre.

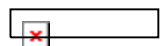
What they feel could be improved

- the common and recreational space in the college

- over-long group tutorials

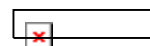
- canteen provision.

Other information



The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

Part B: The college as a whole



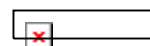
Summary of grades awarded to teaching and learning by inspectors

| Aspect & learner type | Graded good or better (Grades 1 to 3) | Graded satisfactory (Grade 4) | Graded less than satisfactory (Grades 5 to 7) |
|-----------------------|---------------------------------------|-------------------------------|---|
| Teaching 16-18 | 73 | 23 | 4 |
| 19+ and WBL* | 67 | 33 | 0 |
| Learning 16-18 | 70 | 26 | 4 |
| 19+ and WBL* | 67 | 33 | 0 |

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

* work-based learning

Achievement and standards



1. Woking College provides GCE AS level courses in 33 subjects, GCE A-level courses in 29 subjects and GCSE courses in 7 subjects. There are four courses leading to the AVCE and three intermediate level courses. In 2003, GNVQ intermediate provision was replaced by Business Technology Education Council (BTEC) first diploma programmes. From 2003, the college has offered the foundation diploma programme. The college provides a small number of courses for adults in ICT and business. There is a wide range of provision for speakers of languages other than English in community education venues and the workplace. The number of students aged 16 to 18 studying at the college has declined from 661 in 2002 to 607 in 2003.

16 to 18 year olds

2. Pass rates in 2003 on level 3 courses were slightly below the national average, at 85%. In 2003, pass rates on GCE A-level courses declined to 89%, from 98% in 2002. Pass rates on GCE AS

courses in 2003 improved to 85% from 81% in 2002. The number of students achieving high grades is below the national average, at 26%. There are high pass rates on GCE AS and A-level courses in science, mathematics, business and administration, ICT and computing, visual and performing arts and English and modern foreign languages. Students achieved 100% pass rates for GCE A-level drama, music and music technology, French and German. GCE AS students achieved 100% pass rates for chemistry, English literature, French and German. Analysis of value added data shows that students do not achieve as well as they should in many subjects based on their previous performance at GCSE.

3. Pass rates for advanced vocational qualifications have improved but remain low. In 2002, the pass rate was 35% and in 2003, 64%. Retention rates at level 3 have steadily improved and in 2003 were 91%.

4. Pass rates at level 2 have improved significantly to 78% in 2003. However, pass rates for GCSE courses at A* to C were very low in 2002 at 21% and improved only slightly to 34% in 2003. For GCSE English language, the pass rate was very low, at 20%, and pass rates have been significantly below the national average for the years 2001 to 2003. Pass rates at A* to C for GCSE mathematics were also low in 2003 at 30% and have also been significantly below the national average for the years 2001 to 2003. Retention rates have steadily improved to above the national average, at 85%. Pass rates for the small number of students studying at level 1 have improved to 69% but retention rates have declined from 87% in 2002 to 70% in 2003.

5. Achievement in key skills is poor. Key skills pass and retention rates show a pattern of very low retention rates and high pass rates or high retention rates and very poor pass rates. In 2002, only 7% of students were retained on application of number and the pass rate was 94%. In communication, 89% of students were retained but only 5% of students passed. In IT, 46% of students were retained and the pass rate was 90%.

6. Students aged 16 to 18 on level 3 courses are well motivated and show interest and enthusiasm in their classes. They work well in groups and individually. In science, students develop a wide range of skills in their practical assignments and demonstrate good planning, critical thinking and sound evaluation. Mathematics students are able to use advanced mathematical vocabulary. Students on ICT and computing courses develop good skills and work well independently and collaboratively. In visual and performing arts, students on the music and music technology courses develop high standards of performance and musical theory. Students on art and textiles courses produce coursework of a high standard and develop very good skills in drawing and the use of colour. Students' work in media studies is generally of a lower standard, with insufficient attention paid to the details necessary to produce work of a high standard. In humanities, many students produce well-structured and coherently expressed written work. In many subjects, students work confidently and are able to construct and sustain well-based critical arguments. English for speakers of other languages (ESOL) students attain high levels of proficiency in language. They work effectively and develop confidence and the ability to use grammar and vocabulary accurately. Students on English courses show maturity in their ideas and show skill in dealing with textual analysis and abstract concepts.

7. Attainment is lower for students aged 16 to 18 on level 2 courses. In English, oral and written work is weak and mathematics students' work shows a lack of confidence and rigour. Students' attainment on GCSE science and media courses is also low.

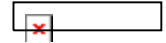
8. Students are generally punctual and overall attendance is good. Average attendance during the inspection was over 80%.

Adult learners

9. A small number of adults are studying at the college. In 2002, no adult students passed courses at level 1. However, in 2003, pass rates improved to 92% which is significantly above the national average. At level 2, adult pass rates remain below the national average at 42%. Level 3 pass rates have improved significantly and rose from 54% in 2002 to 94% in 2003. Adults studying short

courses achieved a pass rate of 77% in 2003, which is at the national average. Retention rates for adults are good at levels 1 and 3, where they are significantly above the national average. At level 2, retention rates are at the national average.

Quality of education and training



10. Teaching and learning were graded by inspectors in 107 lessons. Teaching was graded good or better in 72% of lessons, satisfactory in 24% of lessons and less than satisfactory in 4%. Learning was good or better in 69% of lessons, satisfactory in 27% of lessons and less than satisfactory in 4%.

11. There is good and effective teaching in all curriculum areas and in most subjects. The most effective teaching was seen in the areas of science, ICT and computing, visual and performing arts, English and modern foreign languages and ESOL. There was a significant difference in the quality of teaching observed at levels 1, 2 and 3. At level 3, 78% of teaching was judged to be good or better whilst at levels 1 and 2, only 50% was judged to be good or better. Learning was also judged to be better at level, 3 with 75% good or better. The amount of good or better learning was significantly lower at levels 1 and 2, at 50%.

12. Most lessons are well planned and teachers make learning objectives clear. In most lessons, teachers are skilful in their use of questioning and encourage students to actively participate in their learning. Staff and students have good working relationships and the atmosphere in lessons is pleasant and courteous. Teachers make good links between practical and theory teaching and encourage students to formulate their own arguments and views. Learning materials used in lessons are generally well prepared and presented, although in humanities they are of lower quality in some subjects. Teachers have good subject knowledge and many show a genuine enthusiasm for their subjects, which they communicate to students. In the best lessons, teachers use a variety of teaching strategies to stimulate and promote students' learning. ILT is well used in science but in mathematics and ESOL there is insufficient use of ILT. In less effective lessons, the teaching insufficiently challenges the most able students and the less able make slow progress. In a few lessons, teachers talk for too long and the students remain passive.

13. Resources to support learning are generally good. Teachers are well qualified and experienced. The few teachers without teaching qualifications are undergoing training. There is a comprehensive staff development programme explicitly linked to the college's strategic plan. In 2003, 33% of teachers undertook training in teaching and learning. However, the appraisal system has insufficient links to lesson observation and the impact of staff development on teaching and learning cannot be accurately monitored. Priority is given to professional development in key areas agreed by senior managers. Teaching staff have insufficient recent experience of industry and commerce.

14. Much of the college's accommodation is very good. The learning resource centre provides effective support to students' learning and there have been good modifications to existing buildings to provide high-quality facilities. There is very good access to all parts of the building for students with restricted mobility. Space utilisation is poor. Student numbers have fallen and the college has surplus accommodation. In most curriculum areas, the average group size is small and in science there are more laboratories than are required for the number of students.

15. The college provides a good environment for teaching and learning. Classrooms are clean and well equipped. Music students are able to use industrial standard equipment to produce and record their work and good teaching resources are available to support the teaching of ESOL in the community. Students' work is well displayed throughout the college.

16. Computer facilities for students are good. There is a high ratio of one computer to every three students. Most of the machines are relatively new and use appropriate software. In the business and

administration and science areas, the college intranet is well developed. In other areas, there is little use of ILT and students who are learning away from the main college site or in the workplace do not have access to computing facilities or the college intranet.

17. The quality and range of books and journals available to students is variable. In visual and performing arts there is a wide range of material but the range and quality of books and journals is inadequate for mathematics, ICT and psychology. New books are purchased on teachers' recommendations and there is no system to identify and respond to students' needs.

18. Students' progress is effectively tracked and monitored. Assessment is rigorous and fair and accurate records of students' progress are kept. All students undergo diagnostic testing to identify additional needs in literacy and numeracy and to determine the level of support needed. Diagnostic testing also identifies preferred learning styles but this information is inadequately used by teachers to improve students' learning. All full-time students are set minimum target grades based on their performance at GCSE and these are used effectively by tutors and subject teachers to monitor and improve performance. Homework is set regularly and returned promptly. Marking is rigorous and provides helpful feedback to students on how to improve their performance.

19. Individual learning plans are used well to monitor and record students' progress. The use of individual learning plans in ESOL is particularly rigorous and helpful. Tutors use individual learning plans effectively and action plans are appropriately detailed and contain realistic and well-written targets. Attendance is rigorously monitored and recorded through a new electronic system. Although it is too early to judge its effectiveness, it is strongly supported by staff and students and its introduction was well managed.

20. The college provides a wide range of subject choices in most curriculum areas. Students can choose from 33 GCE AS subjects and 29 GCE A-level subjects. There is a particularly wide range of options available to students studying mathematics and visual and performing arts. A small number of vocational courses is offered in business, ICT and computing, health and social care and sport, leisure and tourism. The college has a genuine commitment to increasing participation from young people who have not previously considered progression to FE from school. All curriculum areas provide level 2 courses and the college has introduced a foundation diploma to provide students with an entry route at level 1. The college provides successful and innovative ESOL provision both at community venues and in the workplace. The college provides a small number of courses for adults in ICT and computing and business and administration. Progression from GCE AS courses to GCE A levels is very good at 89%. In 2003, 50% of students on level 1 and 2 courses progressed to level 3 courses in the college. In 2003, 64% of students progressed to HE; a further 30% progressed to employment.

21. The college has strong links with several local schools and provides short link courses for young people aged 14 to 16. The college is the lead partner in the Increased Flexibility Programme although none of the teaching takes place on the college site. There are well-developed links with employers through the college's ESOL workplace programmes, enterprise and technology events and the Young Enterprise Initiative. The college's promotional material and website provide detailed and well-presented materials for students and parents.

22. There is a well established and varied enrichment programme for full-time students. A wide variety of sporting and cultural activities are available to students. Activities include music and drama, Young Enterprise, Duke of Edinburgh Award and sports. In many subjects, there are relevant additional opportunities to enhance students' learning. In media studies and business, students have travelled to New York and Prague and the drama department is taking part in a scheme to 'adopt' an actor.

23. The management of key skills is unsatisfactory. The college's stated policy of integrating key skills into courses at level 3 has not been achieved. Links with key skills are not developed or integrated into schemes of work. At levels 1 and 2, the delivery of communications and application of number is inadequate. Students on these courses are undertaking qualifications at entry level 3 rather than key skills at an appropriate level. The quality assurance of key skills is weak and the self-assessment fails to identify the weaknesses in retention and pass rates.

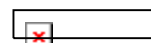
24. Guidance and support for students are good. The management and planning of student support is clear and coherent. There are effective links with schools to assist with pre -entry guidance. In addition to attending school events and parents' evenings, college staff make regular visits to several local schools. The college works closely with the Connexions service in providing advice and guidance to school leavers. There is appropriate course information for adults but initial guidance is limited. Induction for full-time students is effective in helping students settle quickly into their courses. There is prompt initial assessment to identify additional learning needs but the take up of learning support is low. In 2002, 65 students were identified as needing additional learning support. Of those students identified, only 18 took up the offer of additional learning support. There is regular use of classroom assistants on the foundation course and good in-class additional support for literacy and numeracy students on foundation and intermediate courses. The college has no systems to enable it to judge the effectiveness of additional support or its impact on retention and pass rates.

25. Tutorials are well managed and are generally valued by the students. Specialist tutors monitor students' progress against an individual learning plan and there is a clear focus on progress and attendance. Group tutorials include relevant personal and social development activities. ESOL students benefit from effective tutorials built into their courses.

26. Careers' education and guidance is good. There is a wide range of materials available to students in the careers section of the learning resource centre. Careers education and guidance are well integrated into the tutorial system. There is a well-attended progression conference which provides extensive information to students on HE and employment opportunities. Students on one-year courses receive advice from a youth worker and an ethnic community worker in addition to the college's careers co-ordinator.

27. Personal and practical support for students is good. There is a specialist counselling service including representatives from the local church and mosque. The college provides transport in recognition of the difficulties faced by some students in travelling to the college. Special arrangements have been made to assist students with medical problems and adaptations have been made to the college to improve the environment for students with visual impairments.

Leadership and management



28. Leadership and management are satisfactory. The college has made sound progress since the last inspection. A new principal was appointed in January 2003 and is providing effective leadership. Changes in the management structure have resulted in an increased focus on students' achievements. Strategic planning is good and there is effective communication within the college. However, there has been a decline in student recruitment and pass rates at level 3 are slightly below the national average.

29. Students' performance at GCE AS and A level has improved. Pass rates have risen from 85% in 2002 to 87% in 2003. There are high pass rates at GCE AS and A level in most curriculum areas. Pass rates on GCSE and vocational courses are poor. Value added indicators for students aged 16 to 18 are generally poor, with only four subjects achieving significantly positive results in 2003. There has been a steady improvement in retention rates for students aged 16 to 18 at levels 1 and 2 and pass rates for adults at levels 1 and 3 have improved significantly to above the national averages.

30. The college has established a clear mission. The strategic plan is appropriately focused on students' achievements and sets demanding targets for which senior managers are directly accountable. Operational plans and targets are clearly derived and linked to the development priorities identified in the strategic plan. Course and subject plans are less rigorous and some have insufficient detail and lack clear targets. There is systematic monitoring of plans and targets through regular review meetings but action plans are not sufficiently robust and detailed. Staff development

is explicitly linked to development priorities and has an appropriate focus on improving teaching and learning. All requests for staff development must demonstrate that they meet specified criteria which reflect the developmental and training priorities of the college. In 2002/03, approximately one-third of staff undertook training to improve performance in the classroom. However, there is insufficient monitoring of the impact of staff development on teaching and learning.

31. Communications within the college are good. The new curriculum management structure has led to an increased focus on improving teaching and learning. The creation of a single post to lead each curriculum area has improved accountability and coherence. Curriculum management is satisfactory or good in all areas. It is a significant strength in business and administration, visual and performing arts and ESOL. There is insufficient co-ordination of ICT and computing courses but management at course level is good. In psychology, there has been insufficient action to address weaknesses.

32. Self-assessment is satisfactory. The college has a sound quality assurance framework but implementation at course level is weak in some areas. The college's self-assessment report is accurate and detailed and is moderated by the board of governors. Course reviews are thoroughly moderated through the college's review structure. A minority of course reviews and quality improvement plans have insufficient detail to provide a sound basis for improvement.

33. There has been a decline in recruitment of students aged 16 to 18. In 2003, there were 54 fewer students than were on roll in 2000. This represents approximately 10% of the students aged 16 to 18 in the college. The college has taken positive steps to attract students. The profile of the college has been effectively raised through a college marketing group which includes governors. More focused recruitment practices have been established through collaboration with business, educational and community groups. Challenging targets for student recruitment and employer engagement have been agreed. The college does not have a marketing plan that clearly identifies key markets. However, significant funding has been secured from the LSC to undertake research in order to develop an appropriate plan.

34. Appraisal and lesson observation are insufficiently judgmental. Personal reviews are held annually. In 2003, only 67% of staff underwent a personal review. Appraisal is not systematically linked to lesson observation and reviews do not coincide with the lesson observation cycle. Teaching staff are invited to use lesson observation outcomes in their review but it is not a required element. The college has recognised that appraisal and lesson observation are not functioning effectively and there are plans to address this weakness. However, at the time of the inspection new systems for appraisal and lesson observation had not been introduced.

35. Management information has improved and is now satisfactory. Accurate information is available to managers in order to monitor and evaluate students' achievement and inform planning. Course leaders have accurate and detailed information on pass and retention rates. A new system to monitor and track students' attendance and performance has been successfully introduced.

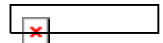
36. There is good promotion of equal opportunities. The college's response to SENDA and the Race Relations (Amendment) Act 2000 is good. Clear policies are in place and legal requirements have been met. Staff training has been provided and advice from specialists has led to improvements in access to the buildings for students with restricted mobility and visual impairment. The college has comprehensive policies for equal opportunities and race awareness and other policies such as the IT strategy acknowledge their responsibilities under the acts. The equal opportunities committee is responsible for monitoring college policies to ensure that the terms of the act are met. However, the committee has not established a sufficiently systematic method of monitoring policies. Students' destinations pass rates and retention rates are analysed by gender, ethnicity and age. The college has increased its recruitment of minority ethnic students to 20%, as compared with 9% minority ethnic population in the local community.

37. Governance is good. Governors are experienced and committed. There is wide representation on the Board of Governors reflecting the community that the college serves. There is an active search committee that deals effectively with the replacement of governors. Governors are well informed about the overall academic and financial performance of the college and their responsibilities with regard to health and safety, equal opportunities and the Race Relations

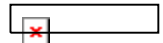
(Amendment) Act 2000. The education and standards committee receives detailed reports on the performance of curriculum areas and is actively involved in the moderation of curriculum self-assessment reports. There is an appropriate calendar for meetings and members are provided with timely and useful documentation.

38. Financial management is good. The financial position of the college is sound and there is a good record of financial health. Internal budgets are well managed and governors maintain a good oversight of the financial affairs of the college. There is some poor space utilisation and there is spare space capacity in the building. Inspectors judged that the college provides value for money.

Part C: Curriculum and occupational areas



Science



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

Strengths

- high pass rates on most GCE AS and A-level courses

- high retention rates on GCE AS courses

- varied and stimulating teaching

- well-organised and well-integrated practical work

- good use of ILT to promote learning.

Weaknesses

- poor pass and retention rates on GCSE science

- low number of high grade GCE AS and A-level passes.

Scope of provision

39. The college offers courses in GCE AS and A-level biology, chemistry, physics and electronics. Environmental science and science for public understanding are offered at GCE AS. The one GCSE course offered science. There are approximately 188 students studying science subjects, with 63 on GCE A level courses, 102 on GCE AS courses and 23 on the GCSE course. The largest group of students is studying biology, with approximately 60 students on GCE AS and A-level biology courses. The average group size is higher than the college average. Most students are full time and are aged 16 to 18.

Achievement and standards

40. Pass rates on most GCE AS and A-level courses are high. In the years from 2001 to 2003, the pass rate for GCE AS chemistry has increased from 88% to 100%. In 2003, all GCE AS pass rates were at or above the national average. Value added analysis show that students achieve well at GCE AS in chemistry and physics, however, in biology and at GCE A level, many students do not achieve the grades expected of them on the basis of their GCSE scores on entry. The proportion of students on GCE AS and A-level courses achieving grades A to B remains small, with only GCE A-level chemistry having grades A to B in line with the national average in 2003.

41. Retention rates improved significantly in 2003 and are now at or above the national average for all GCE AS and A-level courses. In 2003, the retention rate on GCE AS biology courses was 97% and on physics and science for public understanding retention rates were 100%. Students attend well and are generally punctual.

42. The GCSE science course was reintroduced in 2001 and is recruiting well, with 23 students on the course in 2003. However, retention and pass rates are poor. The A* to C pass rates of 20% in 2002 and 18% in 2003 are well below the national average. The retention rate was below the national average in 2002 and has further declined to well below the national average in 2003.

43. Over half of the students progress to science-based HE courses. Students produce high-quality work and demonstrate good academic knowledge and understanding. Students are well motivated, work productively and take part in lessons with enthusiasm. Most GCE AS and A-level students make good use of IT in their written work and are able to give well-researched powerpoint presentations. They develop a wide range of skills in their practical assignments through research, good planning, critical thinking and sound evaluation.

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

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
|----------------------|--------------|-------------------------|-------------|-------------|-------------|
| GCSE science | 2 | No. of starts | * | ** | 16 |
| | | % retention | * | ** | 69 |
| | | % pass rate | * | ** | 18 |
| GCE AS biology | 3 | No. of starts | 19 | 18 | 34 |
| | | % retention | 95 | 95 | 97 |
| | | % pass rate | 100 | 100 | 79 |
| GCE AS chemistry | 3 | No. of starts | 21 | 20 | 15 |
| | | % retention | 81 | 70 | 93 |
| | | % pass rate | 88 | 93 | 100 |
| GCE AS physics | 3 | No. of starts | 23 | 38 | 25 |

| | | | | | |
|---------------------|---|---------------|-----|-----|-----|
| | | % retention | 83 | 87 | 100 |
| | | % pass rate | 95 | 79 | 88 |
| GCE A-level biology | 3 | No. of starts | 36 | 18 | 27 |
| | | % retention | 64 | 94 | 100 |
| | | % pass rate | 96 | 100 | 93 |
| GCE A-level physics | 3 | No. of starts | 37 | 18 | 24 |
| | | % retention | 70 | 100 | 96 |
| | | % pass rate | 100 | 100 | 91 |

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

* course did not run

** fewer than 15 starters enrolled

Quality of education and training

44. Teaching is good, with particularly good use of ILT to enhance the students' learning. Lessons are well planned and teachers make good use of searching questions. In most lessons, teachers use a wide range of teaching strategies to support and stimulate learning. For example, in a GCE AS science for public understanding lesson, students were introduced to the topic of genetic diseases through a video and a powerpoint presentation. This was followed by a challenging exercise illustrating the genetic factors influencing human sexual reproduction. The class then moved to the learning centre and produced a short powerpoint presentation from material accessed via the Internet on such genetic diseases as cystic fibrosis and haemophilia. Students demonstrated good knowledge and learning about the importance of genetics in modern medicine and the ethical issues raised by many of the developments.

45. Practical activities are well organised and integrated. Students pursue practical experiments with care and enthusiasm. Teachers effectively manage large groups of students undertaking chemistry and biology experiments. In a GCE AS physics lesson, students investigated the relationship between the potential and kinetic energy of various moving bodies through a range of experiments using timing devices such data loggers and computer and motion sensors. Students effectively used the experimental work to reinforce the theory.

46. Good use is made of ILT to support the students' learning. Physics and biology teachers make effective use of data projectors. For instance, in a GCE AS physics lesson, the teacher showed a CD-ROM on the history of the universe compiled from powerpoint slides prepared by students as a homework assignment. In a biology lesson, pictures of cells were displayed on the screen using the video microscope and used to develop and support a stimulating and purposeful discussion. The physics intranet site provides extensive additional help to students; however, other subject sites are currently underdeveloped.

47. Teachers are well qualified and knowledgeable. Science teaching takes place in spacious and well-furnished laboratories. The laboratories are sufficiently flexible to accommodate large groups for either theory or practical work. All the laboratories contain useful wall charts and there are good displays of students' work in the biology area. For example, GCE AS students prepared a multicoloured collage with threads of varying thickness to effectively illustrate the difference between prokaryotes and eukaryotes in plant and animal cells. The range of books in the learning resource centre is inadequate and students are making insufficient use of newly purchased books.

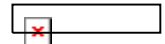
48. The monitoring of students' progress is good. Most students' work is marked carefully with constructive comments and helpful feedback. Students' progress is monitored carefully through regular tests and their performance is checked against their target minimum grade. Regular progress reports are discussed with the students and sent to parents. Physics students receive additional

mathematics support but there are insufficient subject tutorials and workshops. A new initiative where GCE AS and A-level students attend a three-day revision course successfully enables students to deepen their understanding and develop study skills.

Leadership and management

49. Leadership and management are satisfactory. Following a recent restructuring, one manager is responsible for all science courses. Courses are well organised by a small team of course leaders. There is efficient use of staffing resources. Communication between managers and teachers is good. There is effective teamworking and sharing of teaching resources. The decline in recruitment of students studying science has been recognised as a weakness and stronger links with science teachers in local schools have been successfully developed. Self-assessment reports produced for each subject area are generally accurate and identify clear points for action. Action plans drawn up following self-assessment have insufficiently clear action points for continuous improvement and do not specify clear criteria for judging the quality of teaching and learning.

Mathematics



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

Strengths

- high pass and retention rates at GCE A level

- effective support for students in lessons

- good monitoring of students' progress

- wide range of options within GCE AS and A-level courses.

Weaknesses

- low pass and retention rates on the GCSE mathematics course

- insufficient use of ILT to support teaching and learning

- insufficient variety of activities to challenge students with differing abilities in many lessons.

Scope of provision

50. The college offers a wide range of GCE AS and A-level mathematics and further mathematics courses. The full-time programme includes modules in pure mathematics, statistics, mechanics and decision mathematics. GCSE is provided as an option to full-time students, and those students without the necessary qualifications are offered a numeracy course to help them to prepare for GCSE. GCSE is also offered as an evening class. The college is working in partnership with other colleges to develop adult numeracy in the community. On the full-time programme, there are 85 advanced level students, 57 students are studying GCSE and 47 are studying numeracy. Most students are aged 16 to 18 and studying full time.

Achievement and standards

51. Retention and pass rates on the GCE AS and A-level programmes are good and improving. The retention rate was 100% for GCE A level in 2003 and is above the national average for GCE AS courses. Pass rates across the GCE A-level programme are above national averages although the number of high grade passes is poor, at 26% in 2003.

52. Pass and retention on GCSE mathematics are low. The pass rate in 2002 was 29% and in 2003 was 30%. The retention rate declined to 70% in 2003. However, in 2003, many students significantly improved their mathematics grade but failed to achieve a pass at A* to C. Advanced level students' work is well organised and in most folders there is much high-quality work. Students' mathematical vocabulary is sophisticated and they pay appropriate attention to accuracy and notation. Attendance on advanced courses is good and punctuality is excellent. Overall, students' work at GCSE is satisfactory but their work in lessons is often hesitant and inadequately rigorous.

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

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
|-------------------------|--------------|-------------------------|-------------|-------------|-------------|
| GCSE mathematics | 2 | No. of starts | 47 | 60 | 66 |
| | | % retention | 74 | 87 | 70 |
| | | % pass rate (A* to C) | 37 | 29 | 30 |
| GCE AS mathematics | 3 | No. of starts | 43 | 62 | 44 |
| | | % retention | 81 | 87 | 89 |
| | | % pass rate | 66 | 44 | 74 |
| GCE A-level mathematics | 3 | No. of starts | * | ** | 32 |
| | | % retention | * | ** | 100 |
| | | % pass rate | * | ** | 94 |

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

* course did not run

** fewer than 15 starters enrolled

Quality of education and training

53. Most lessons are planned carefully with well-organised and comprehensive schemes of work. In many lessons, the teaching and the learning are good. In these lessons, students work enthusiastically and effectively. Teachers are skilful in guiding students to formulate principles. For

example, in a pure mathematics lesson, students used practical equipment to explore the relationship between degrees and radians and, in a mechanics lesson, students used physics equipment to investigate Newton's second law. In the best lessons, students are actively engaged in their learning and teaching is stimulating and lively. There is effective individual support for students in lessons.

54. In a small number of lessons, there is an insufficient variety of activities to challenge students with differing abilities. Some of this teaching fails to engage students effectively and, in particular, insufficient attention is paid to students who are at either end of the ability range. There is an insufficient variety of teaching strategies and students experience difficulty with basic concepts and skills. In poorer lessons, students make slower progress and classroom organisation is poor.

55. Students work hard in lessons and make good use of their time. In the best lessons, students work independently of the teacher and take responsibility for their own learning. Students' organisation of their work is good in most lessons.

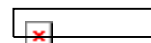
56. There is insufficient use of ILT within lessons and to support students' learning. Though equipment is available, it is rarely used. For example, there are lessons where students are using outdated graphic calculators and computers. The self-assessment report recognises this weakness and a detailed action plan to increase and improve the use of ILT has been drawn up. The mathematics teaching rooms are small but pleasant, with good displays of student work. Equipment and set texts in the mathematics area are adequate. There is an adequate stock of books and revision material in the learning resources centre.

57. Assessment in mathematics is clear, thorough, systematic and regular. All advanced level students are tested at regular intervals and know how well they are doing and what they need to do to improve. Lessons are punctuated with short tests and quizzes and homework is regularly set and carefully marked. The feedback and annotation on written work is helpful and is always encouraging and positive.

Leadership and management

58. Leadership and management are satisfactory. The self-assessment report has accurately identified weaknesses in the provision and the action plan includes strategies to improve teaching, retention rates and achievement for GCE A-level mathematics. Improvements have been secured through a number of these strategies. Subject tutorials have been increased, revision classes established and entry criteria have been reviewed. Students who attended the revision classes in 2003 exceeded their predicted grades in the final examination. Similar strategies have been applied at GCSE and significant improvements have been made. Entry criteria have been raised and a numeracy course has been introduced to give less able students the opportunity to build up their number skills prior to starting the GCSE course.

Business and administration



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

Strengths

- high pass rates on GCE A-level business and economics and GCE AS economics courses

- wide range of teaching activities to stimulate and maintain students' interest
- good ILT resources to support teaching and learning
- effective teamwork that focuses on teaching and learning.

Weaknesses

- low retention and pass rates on GNVQ foundation and intermediate courses
- insufficiently differentiated teaching in a few lessons
- insufficient work experience opportunities for vocational students.

Scope of provision

59. The college offers a good range of full-time courses including BTEC foundation, first and national diplomas and GCE AS and GCE A level accounts, business studies and economics. There is a part-time book-keeping course with a small number of students. Approximately 25 students are studying for the foundation and first diplomas. There are 130 students studying at advanced level, 15 of whom are enrolled on the national diploma. There are 115 students studying at GCE A level. The largest group of students are on business studies courses with approximately 80 students on the GCE AS and A-level courses. The first and national diplomas were introduced in September 2003. Most students are aged 16 to 18 and are studying full time.

Achievement and standards

60. Pass rates on GCE AS and A-level economics courses are high. They were 86% and 100%, respectively, in 2003. The achievement of high grades for GCE A-level economics is above the national average. There are high pass rates for GCE A-level business studies, where pass rates were 100% in 2002 and 97% in 2003. Pass and retention rates on GNVQ foundation courses are low. In 2002, the pass rate was 18% and in 2003, 64% of students passed. Pass rates for GNVQ intermediate business were 42% in 2002 and 64% in 2003.

61. Students participate well in most lessons and advanced level students produce good written work. Students on foundation and intermediate level courses produce satisfactory written work. Students at level 1 are able to calculate accurately and successfully complete book-keeping tasks.

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

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

| | | | | | |
|--------------------------|---|---------------|-----|-----|----|
| GNVQ foundation business | 1 | No. of starts | * | 31 | 16 |
| | | % retention | * | 71 | 69 |
| | | % pass rate | * | 18 | 64 |
| GCE AS business | 3 | No. of starts | 44 | 79 | 46 |
| | | % retention | 73 | 87 | 83 |
| | | % pass rate | 100 | 84 | 87 |
| GCE AS accounting | 3 | No. of starts | 18 | * | 19 |
| | | % retention | 83 | * | 84 |
| | | % pass rate | 67 | * | 75 |
| GCE A-level business | 3 | No. of starts | 44 | 17 | 30 |
| | | % retention | 80 | 94 | 97 |
| | | % pass rate | 86 | 100 | 97 |

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

* course did not run

Quality of education and training

62. There is good teaching in many lessons. In the better lessons, there is a wide variety of activities and a good balance of exposition, questioning, handouts and exercises to stimulate students' learning. Teachers make good links between theory and practice. In one lesson, students made effective use of the learning resource centre to research information on price discrimination. There was thorough planning of action points and research methodology for students to use. Students were eager to learn and discuss issues amongst themselves. In a few lessons, however, teachers fail to meet the needs of students with differing abilities. In particular, there is insufficient use of support strategies for students of lower ability. In the poorer lessons, teachers talk for too long and the students remain passive for long periods of time.

63. There are good resources to support teaching and learning. Teachers are well qualified and are experienced in the subjects that they teach. Learning resources for business and economics students are good. The library contains a good stock of up-to-date books, journals, newspapers, videos and CD-ROMS. Useful guides are provided to enable students to make the best use of facilities. The intranet is well developed with schemes of work and links to teaching materials. There are also comprehensive links to business and company websites. Students have access to the intranet during lessons and effectively use the materials available. Data projectors and computers are also available for the students to use. Classrooms are spacious and pleasant and contain attractive displays that promote learning.

64. Assessment of students' work and progress is good. Homework is regularly marked and returned promptly. Assessment is thorough and assignments and other marked work are moderated according to a published plan. Students receive clear and constructive feedback on how to improve their performance. There are regular tests and reviews to monitor students' progress. Teachers use their knowledge of assessment requirements effectively in their teaching.

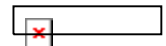
65. There are good links with external partners. Industrial trips are arranged to local and national businesses. For example, in 2003, students visited factories in England and abroad. The Young Enterprise programme provides industrial links that are effectively used in vocational assignments and help students to apply theory to practical situations. The development of key skills on business courses is poor. They are not mapped on to schemes of work and are not integrated into the assignments for students on vocational courses. There are insufficient work experience opportunities for business students.

66. Individual support for students is good. Revision classes are offered to students for accounting and business studies and comprehensive careers education is included as part of the tutorial scheme of work. Additional learning needs are systematically diagnosed but attendance at support lessons is poor.

Leadership and management

67. Leadership and management are good. Teachers work closely and effectively as a team. Formal and informal communications are effective. Team meetings are held regularly, are minuted and the actions agreed are monitored. The department's self-assessment report is rigorous, constructively critical and includes an analysis of examination results, and retention and pass rates compared with targets. The department has responded to poor achievement at level 2 by introducing new courses and is monitoring their performance. Teachers have reliable information on students' progress and target minimum grades are used effectively with students. Teachers are kept well informed of examination requirements through good links with awarding bodies. Equality of opportunity is promoted well within the curriculum area.

Information and communications technology and computing



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

Strengths

- high pass rates on GCE A-level computing
- high retention rate on AVCE ICT double award course
- effective teaching that relates theory to practice
- responsive full-time provision.

Weaknesses

- low pass rates on vocational courses
- insufficient use of data projectors to support learning
- inadequate work experience for vocational students

- o insufficient co-ordination of ICT courses.

Scope of provision

68. The college offers a range of courses designed to match the requirements of the local community. There are vocational IT courses at BTEC level 1 and AVCE. The AVCE IT course may be taken as a double, single or part award. Two academic courses in computer studies are provided at GCE AS and A level. Part-time courses are available at two levels. New computer literacy and information technology (CLAIT) and CLAIT Plus courses are held at various locations in the community during the daytime and at the main college site in the evening. There are approximately 150 full-time students, mostly aged 16 to 18, and 60 adult students studying part time on courses in the department.

Achievement and standards

69. Retention rates are high on the AVCE IT double award and pass rates are high on the GCE A-level computing course. However, there are poor pass rates on vocational courses and declining recruitment on part-time courses for adults. Students on the AVCE IT double award and the GCE AS computing courses have poor achievement when their results are compared to their GCSE results on entry. Progression is good, with 60% of students progressing from their current course to a higher level course, either at college or at university. Attendance is good and most students are punctual. Students develop the skills necessary to work effectively on their own and apply themselves conscientiously to their work. Most portfolios of work are well presented and reach a standard appropriate to the level of their course. Students work well collaboratively and most contribute readily to classroom activities.

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

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
|-----------------------|--------------|-------------------------|-------------|-------------|-------------|
| CLAIT (short) | 1 | No. of starts | 116 | 81 | 41 |
| | | % retention | 60 | 96 | 51 |
| | | % pass rate | 100 | 68 | 71 |
| GNVQ intermediate ICT | 2 | No. of starts | 22 | ** | 37 |
| | | % retention | 45 | ** | 86 |
| | | % pass rate | 100 | ** | 41 |
| GCE AS computing | 3 | No. of starts | 30 | 48 | 36 |
| | | % retention | 67 | 94 | 92 |
| | | % pass rate | 47 | 67 | 64 |
| GCE A-level computing | 3 | No. of starts | * | ** | 22 |
| | | % retention | * | ** | 91 |
| | | % pass rate | * | ** | 95 |
| AVCE ICT | 3 | No. of starts | * | 20 | 59 |
| | | % retention | * | 85 | 80 |
| | | % pass rate | * | 6 | 64 |

| | | | | | |
|-------------------------|---|---------------|---|----|----|
| AVCE ICT (double award) | 3 | No. of starts | * | 18 | 38 |
| | | % retention | * | 61 | 95 |
| | | % pass rate | * | 45 | 75 |

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

* course did not run

** fewer than 15 starters enrolled

Quality of education and training

70. Most teaching is good and is responsive to the learning needs of individual students. Schemes of work and lessons are carefully planned and include references to strategies to address the needs of both weaker and stronger students.

71. Teachers use a variety of approaches to gain and maintain the students' interest. They make good use of a range of teaching styles, working with individuals, pairs and small groups, or the whole class, as appropriate. When data projectors are available, they are well used, for example, to give interesting visual prompts to facts. Theory lessons in particular are stimulating. There are good working relationships and the atmosphere in lessons is relaxed and courteous.

72. In practical lessons, teachers provide students with good individual support. They question students' ideas and encourage them to think carefully about what they are doing. Teachers have high expectations of their students and provide much useful advice to students on how to improve their work. In one lesson, students gave short presentations on the use of ICT in either health or education. Students were fully involved in the activity and expressed their ideas clearly and persuasively. In a stimulating theory lesson, students were introduced to the techniques of structured English through good materials and exercises. By the end of the lesson, all students were able to use and apply their knowledge.

73. Resources to support learning are satisfactory. Staff and students use high quality computers which are connected to a reliable network with good technical support. Students have easy access to computers outside lessons in several locations in the college. The college intranet is still under development but contains much useful information to support independent learning.

74. There are insufficient data projectors in computer rooms. This slows down learning, as many skills and techniques have to be described rather than demonstrated. There are insufficient books and periodicals for students. There are too few books and periodicals in the library and many are out of date. In two of the computer rooms, students find it difficult to work comfortably as there are no adjustable chairs.

75. The monitoring of students' progress is good. Regular assignments are set for students. On completion, these are quickly marked and suggestions for improvement are discussed in subsequent lessons. Individual teachers record the marks on a spreadsheet. The marks are regularly amalgamated and a predicted grade is calculated, which is published on a shared spreadsheet and communicated to personal tutors. Through this system, students are effectively supported and informed in order to improve their performance.

76. There is no organised work experience for vocational students. This restricts the breadth of their experience and fails to adequately prepare them for the world of work. Part-time students can study at several sites in the town as part of a small but valuable community provision. In one location, students are able to bring their pre-school children. Young children watch their parents learning and experiment on spare machines.

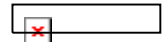
77. Full-time students receive good induction, support and guidance. Although no formal subject tutorials are timetabled, teachers are readily available to support students outside lessons. The

pastoral care system is effective and is valued by both staff and students. Students requiring additional learning support are effectively provided for in lessons. However, part-time students receive insufficient induction and guidance.

Leadership and management

78. Leadership and management are satisfactory, with good management at course level. Courses are well run and the self-assessment report accurately identifies strengths and weaknesses in the area. A schedule for internal verification is prepared annually and the accuracy of assessment is thoroughly monitored. There is insufficient co-ordination and teamwork between the computing and IT staff and good practice is not adequately shared. Meetings do not include staff who teach ICT in the adult and community provision.

Visual and performing arts



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

Strengths

- high pass rates on GCE AS and A-level courses

- good teaching on art, art history, drama, music and music technology courses

- effective use of resources to support learning

- effective curriculum leadership and management.

Weaknesses

- low A* to C pass rates on GCSE media studies

- poor retention rate on GCE AS media studies in 2003.

Scope of provision

79. The college provides a wide range of courses in the visual and performing arts. GCE A-level courses are offered in music, music technology, drama and performance studies, art, including art history, media and textiles. There are 261 students currently enrolled for these courses. The largest

group of students is studying media with approximately 106 students on GCSE, GCE AS and GCE A-level courses. GCSE media was introduced in 2002 to replace the previous level 2 course of GNVQ intermediate art and design. Most students are aged 16 to 18 and are studying full time on level 3 courses.

Achievement and standards

80. Pass rates are high on level 3 courses. For all GCE AS and A-level subjects, pass rates are at or above national averages. Retention rates are high, with the exception of GCE AS media where they declined to significantly below the national average in 2003. Pass rates at A* to C for GCSE media are low, at 25%.

81. Students on GCE A-level courses demonstrate good basic understanding of their subjects, and acquire significant factual knowledge. Most students develop effective practical skills and the critical and evaluative skills required to achieve high grades. Students on the music and music technology courses develop high standards of performance, musical interpretation skills, and musical theory. Students on the GCE A-level art and textiles courses demonstrate very high standards of competence in coursework and understanding of visual ideas; most can engage in the use of appropriate art and design language. Drawing and the use of colour and tonal techniques are especially well developed. Students who had investigated the colour applications and paint techniques of nineteenth century paintings produced excellent pastiche examples.

82. Music students can assess the comparative strengths and weaknesses of different theoretical harmony and composition perspectives, and are able to write and apply examples from their own experience to support their arguments. For example, music technology essays use up-to-date material on recording research in the industrial context. They contain appropriate comment and analysis to demonstrate the effects of sound and the students' understanding of composition. Some students' work in music is outstanding. Much of the set coursework in all subject areas contains well-written analyses and students are able to effectively evaluate the nature of the topic and current issues. In media studies, the standard of students' written work is generally lower, with insufficient attention to the details of presentation of news media and magazine layout. GCSE media students have insufficient knowledge to allow them to choose and handle appropriate material to produce good written and practical work.

83. Students' course files are well organised and lesson notes are used effectively to produce essays and course modules. Visual diaries on art courses are very good in their quality of artwork and quantity of output. Coursework is well annotated and shows insight into the work of major and minor artists throughout history. Intellectual thought is evident in students' work in art and contributes to the overall high standards of achievement.

84. Attendance is satisfactory. However, some students are hindered in their progress because they miss lessons. There are a few examples of students arriving late and interrupting the work of other students.

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

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
|----------------------|--------------|-------------------------|-------------|-------------|-------------|
| GCE AS media | 3 | No. of starts | 77 | 112 | 60 |
| | | % retention | 86 | 93 | 78 |
| | | % pass rate | 97 | 90 | 94 |
| GCE A-level drama | 3 | No. of starts | * | ** | 16 |
| | | % retention | * | ** | 82 |
| | | % pass rate | * | ** | 100 |
| GCE A-level media | 3 | No. of starts | * | 44 | 50 |

| | | | | | |
|--|--|-------------|---|-----|----|
| | | % retention | * | 95 | 98 |
| | | % pass rate | * | 100 | 96 |

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

* course did not run

** fewer than 15 starters enrolled

Quality of education and training

85. Most teaching is well planned and effective. The majority of the students are keen to learn and teachers are able to sustain their interest. For example, in a textiles lesson, students were helped to understand theories of silk batik work using colour dyes and wax resist. Within a short time, all students in the class were producing designs and colour applications of high quality. In a music lesson, students were encouraged to draw on their personal experiences to help them to understand changes in contemporary musical style. Students were equally good in their application of work related to the study of J S Bach's choral harmony and three-four time composition. All students successfully completed a short line of written harmony and played their composition to the class.

86. Teachers are knowledgeable about their subject and are effective at ensuring that students understand and learn basic factual knowledge and skills. A wide range of teaching methods is used across courses. In GCE AS and GCSE media lessons, however, a narrow range of teaching styles is used and the teaching in a few lessons is insufficiently challenging.

87. Students are provided with a wide range of well-designed handouts and worksheets which support the teaching. The best of these provide demanding tasks for the student. For example, an art worksheet required students to assess which artists in recent history provided significant social comment on the time. Lessons in GCE A-level drama make good use of current examples of theatre practice, rehearsal techniques and the nature of group interaction and unscripted personal confrontation. There is a strong emphasis on relating theory to personal experience and observation. This was particularly effective in a drama lesson in which students discussed their own perceptions and experiences of stress before moving on to analyse the academic theories and research evidence in the literature.

88. Students' progress is closely and effectively monitored. Students submit their coursework on time and produce sufficient written work. There is significant emphasis on the development of skills analysis and evaluation. Homework is marked promptly and accurately and teachers' comments give adequate guidance to students on what they need to do to improve the quality of their work. There are good formal arrangements to set targets to encourage students to improve.

89. Teachers pay particular attention to developing their students' capacity to study effectively in class. Students are given guidance on study techniques, and many students have the skills and self-discipline to work effectively on their own. This is particularly the case with music technology students, who at an early stage in their course can work effectively on music computers, synthesizers and recording equipment, producing sounds and harmony of very high quality from their own compositions.

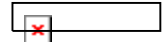
90. Most classrooms and studios used for teaching visual and performing arts are good and provide appropriate learning resources, such as IT stations and video recorders. The teaching rooms have clear subject identity to stimulate students' interest, and displays of work are relevant and of high quality. However, some accommodation is unsatisfactory, including the textiles studio and a music theory room.

91. The book stock for visual and performing arts is very good in the learning resource centre. In most subjects, the range and quality of reference books and other learning material is of a high standard. The books are frequently used by students, and there is further provision in the book and video collections held in each subject area.

Leadership and management

92. Leadership and management are good. Effective quality assurance arrangements are focused on improving retention and pass rates. Planning and management of resources is good and students' views are well used. There is a well developed and effective staff development programme. The self-assessment report is detailed and accurate.

Humanities



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

Contributory grade for psychology is **unsatisfactory (grade 4)**

Strengths

- high pass rates on GCE AS law, sociology, geography and religious studies courses in 2003

- high retention rates on most GCE A-level courses

- much good teaching

- good subject support in the majority of areas.

Weaknesses

- low pass rates in psychology

- declining pass rates at GCE A level in 2003

- insufficient use of differentiated teaching and learning

- insufficient action in psychology to addresses weaknesses.

Scope of provision

93. The college offers a wide range of humanities courses at GCE AS and A level. In geography, there are 9 students taking GCE AS and 11 studying GCE A level. There are 40 students on history courses at GCE AS and A level and 41 studying law at GCE AS and A level. There are 78 students studying psychology at GCE AS and 40 studying GCE A level. GCE AS religious studies is offered, with one group of 11 students. There are 56 students studying sociology at GCSE, GCE AS and GCE A level. Most students are aged 16 to 18 and are studying full time.

Achievement and standards

94. In 2003, pass rates on GCE A-level courses declined from at or above the national average to below average in all subjects. Retention rates are at or above national averages and in 2003 were 100% for geography, history, law, politics and sociology. Pass rates for GCE AS courses are high in geography, law, religious studies and sociology. Pass rates for GCE AS history and politics were below national averages in 2003. Pass rates for GCE AS psychology were significantly below the national average in 2002 and 2003. There are poor pass rates and significantly negative value added across all psychology provision. GCSE sociology pass rates at A* to C are low, at 30%.

95. Overall, students' attainment is satisfactory or good. Students produce good written work. Most work is well structured, coherently expressed and effectively addresses the aims and objectives of the tasks set. In many lessons, students successfully apply previously acquired knowledge and work confidently in order to construct and sustain well-based critical arguments. In a politics lesson, students studying the significance of racial issues in American politics were able to draw parallels with British political policy on race relations. Students were able to deduce for themselves the existence of a larger proportion of minority ethnic groups in the US. They also traced the greater political tradition of those minority ethnic groups through slavery, the civil war and civil rights movement.

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

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
|----------------------|--------------|-------------------------|-------------|-------------|-------------|
| GCE AS geography | 3 | No. of starts | 20 | 23 | 19 |
| | | % retention | 85 | 91 | 79 |
| | | % pass rate | 88 | 86 | 93 |
| GCE AS law | 3 | No. of starts | 45 | 49 | 30 |
| | | % retention | 73 | 92 | 93 |
| | | % pass rate | 100 | 71 | 96 |
| GCE AS psychology | 3 | No. of starts | 69 | 90 | 71 |
| | | % retention | 72 | 96 | 86 |
| | | % pass rate | 100 | 77 | 75 |
| GCE AS sociology | 3 | No. of starts | 25 | 20 | 28 |
| | | % retention | 52 | 95 | 89 |
| | | % pass rate | 100 | 89 | 92 |
| GCE A-level history | 3 | No. of starts | 15 | 16 | 29 |
| | | % retention | 93 | 100 | 100 |
| | | % pass rate | 100 | 100 | 76 |
| GCE A-level law | 3 | No. of starts | 21 | 25 | 33 |

| | | | | | |
|------------------------|---|---------------|-----|-----|-----|
| | | % retention | 62 | 100 | 100 |
| | | % pass rate | 100 | 92 | 88 |
| GCE A-level psychology | 3 | No. of starts | 43 | 19 | 62 |
| | | % retention | 88 | 95 | 94 |
| | | % pass rate | 89 | 94 | 72 |

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

Quality of education and training

96. Most teaching in humanities is effectively and comprehensively planned, with clearly stated aims and objectives that include a variety of tasks to stimulate and promote learning. In these lessons, there are good opportunities for students to contribute through question and answer, discussion and group work. In a minority of lessons, these opportunities are restricted and learning is less effective. Most teaching is enthusiastic and confident. In one history lesson, the teacher's skilful questioning of students effectively consolidated and extended their knowledge and students were able to make insightful connections between the Nazi Party and the Weimar Republic.

97. Overall, students are attentive and responsive. In most lessons, students are able to work at a level appropriate to the stage of their programme of study. In less successful lessons, there is over-reliance on the teacher talking and doing much of the work for substantial parts of the lessons. In a few lessons, there is insufficient differentiation of teaching and learning. These lessons fail to stretch the more able or support the weaker students. There is good use of ILT for research and personal study. Equal opportunities are embedded in many of the schemes of work and are taught within lessons.

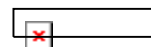
98. In most subjects, students benefit from good and effective handouts but in a minority of lessons, handouts are less clear and poorly photocopied. Most of the subjects in humanities have well-resourced teaching rooms with overhead projectors, videos and whiteboards. Learning resources for psychology are inadequate. In geography and history subject-specific base rooms and resources are used particularly effectively to promote students' learning. In the main, students' essays and assignments are regularly set, effectively assessed and returned promptly. Students' progress is closely monitored through the use of individual learning plans and there is effective liaison between tutors and subject teachers in order to set appropriate individual targets.

99. Diagnostic screening is prompt and identifies students who would benefit from learning support. There is good liaison between support workers and subject teachers to ensure that learning support is effective. There is good use of target minimum grades to alert subject teachers and tutors to students whose performance is falling below the required standard. Students are encouraged to reflect and analyse their own work and to develop the skills necessary to improve their performance. Students show a good understanding of assessment processes and value the additional support available from teaching staff. Attendance is satisfactory and is effectively monitored through the college system.

Leadership and management

100. Overall, leadership and management in humanities are satisfactory. Curriculum management is focused on improving teaching and learning and includes additional lesson observations. There are good communications through formal and informal meetings. Staff are effectively managed and directed. There is good promotion of equal opportunities. Students with learning difficulties and disabilities receive good support and resources. Resources are reviewed to ensure they are inclusive and textbooks are vetted to reflect gender and ethnicity. Subjects and curriculum areas are well managed and in most subjects there are well-developed and detailed plans to address the decline in GCE A-level pass rates. However, in psychology, there has been insufficient action to address weaknesses and there are inadequate plans to address weaknesses in teaching, pass rates and retention rates.

English and modern foreign languages



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

Strengths

- high pass rates on GCE AS and A-level courses
- much good teaching
- effective use of the target language in all modern foreign language lessons
- high standard of students' work
- extensive enrichment activities.

Weaknesses

- low A* to C pass rates for GCSE English language
- insufficient focus on teaching in self-assessment.

Scope of provision

101. The college offers GCE AS and A-level courses in English language and literature and English literature. Approximately 80 students are studying language and literature and 30 students are studying literature. There are 41 students studying GCSE English language. The number of students on modern foreign language courses is low and declining. There are 11 students studying GCE AS French and 5 students studying GCE A-level French. There are 10 students studying German and 10 students studying GCSE Italian.

Achievement and standards

102. Pass rates for GCE A-level modern foreign language courses are high. Pass rates for GCE AS and A-level French and German were 100% in 2003. GCSE Italian pass rates were good, with a

78% A* to C pass rate. GCE A-level English language and literature pass rates are high, with results at or above national averages. High grade pass rates for English language and literature were 10% above the national average in 2003. GCE A-level literature pass rates were below the national average in 2003. Pass rates for GCE AS English literature were at the national average in 2002 but improved to 100% in 2003, with a high grade pass rate 13% above the national average. Retention rates are high for GCE A-level courses, but are below national averages on GCE AS courses and were particularly low for GCE AS French in 2003. Pass rates at A* to C for GCSE English language are poor and significantly below the national average.

103. Students' attainment is good. In English lessons, students participate effectively in class discussion, group work and pair work. Students give effective and lively presentations and respond well to questioning. Students on GCE AS courses are particularly responsive and demonstrate very good participation during lessons. GCE A-level students show maturity in their ideas and are able to understand and write well about textual analysis and abstract concepts. In one lesson, a student's oral account of the relationship between Katherine and Petruchio in *The Taming of the Shrew* contained a detailed analysis of the language and conveyed much of the complexity of the feelings of the characters in the play. In a GCE AS English class, the racism of Mr Turnbull in Alan Bennett's monologue *Chip in the Sugar* was effectively and sensitively discussed using appropriate parallels from modern society and culture. Group work on *Alice in Wonderland* and Roald Dahl's *The BFG*, led to an effective analysis of language change. Most GCE AS modern foreign language students use their chosen language with confidence and increasing accuracy. GCE A-level modern foreign languages students produce a high standard of written work. English written work is good. A well-researched and attractively presented short biography of TS Eliot made a very good piece of coursework and there are examples of well-written and lively monologues and radio plays demonstrating high standards and considerable imagination. In a small number of lessons, some students fail to participate and there are examples of weak oral and written work from some GCSE students.

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 language | 2 | No. of starts | 28 | 45 | 50 |
| | | % retention | 75 | 84 | 70 |
| | | % pass rate | 29 | 20 | 20 |
| GCE AS English language and literature | 3 | No. of starts | 47 | 62 | 53 |
| | | % retention | 91 | 92 | 83 |
| | | % pass rate | 95 | 89 | 95 |
| GCE AS English literature | 3 | No. of starts | 23 | 42 | 16 |
| | | % retention | 83 | 90 | 88 |
| | | % pass rate | 95 | 95 | 100 |
| GCE A-level English language and literature | 3 | No. of starts | 45 | 50 | 45 |
| | | % retention | 82 | 100 | 98 |
| | | % pass rate | 97 | 96 | 95 |
| GCE A-level English literature | 3 | No. of starts | 18 | * | 34 |
| | | % retention | 89 | * | 97 |
| | | % pass rate | 100 | * | 91 |

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

* course did not run

Quality of education and training

104. Teaching in English and modern foreign languages is good. Teachers demonstrate expert knowledge in their subjects and all modern foreign language teachers are first language speakers. There is excellent use of the target language in all modern foreign language classes and students demonstrate good oral skills in lessons. Teaching sustains students' interest and effectively stimulates learning through a combination of carefully designed teaching materials and varied teaching methods.

105. Group and pair work on individual tasks has clear objectives and provides opportunities for all students to give their own views. GCE A-level English students work well in groups. In one lesson, the teacher's skilful use of questioning and imaginative changes of approach were effective in encouraging students to understand the effect of context on the readers' response to text. One GCE AS French lesson confronted irregular past participles with a lively game which students pursued with success, humour and enjoyment. Successive reinforcements led to very good learning. Body language and mime is used with great effect in enhancing and interpreting the target language. A discussion in a GCSE class on persuasive writing using a promotional publication from a leading environmental organisation led to students discussing language issues in a mature and lively way. However, in a few classes, teachers fail to actively engage all the students.

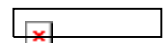
106. Teachers provide good support and encouragement to their students. Assessment of students' work is thorough and marking is accurate and timely. Students value the careful monitoring of their individual progress against target grades. Written feedback provides helpful and constructive advice on how students can improve their performance.

107. There are a wide range of opportunities available to students to enrich their learning. In English, there are visits from poets and performers and trips to theatres. An actor from the Globe theatre has been 'adopted' and students approach him for help with particular projects. There is a college magazine. German students can participate in an exchange visit to Germany. A French assistant provides effective support to oral work.

Leadership and management

108. Curriculum managers provide good leadership, and weaknesses in students' performance have been accurately identified and addressed. Regular meetings of teachers have led to effective sharing of good practice. Modern foreign language courses are efficiently organised by the sole full-time teacher who is the overall curriculum manager for business, modern foreign languages and IT. Staff development is focused on teaching and learning. However, lesson observations are not clearly and explicitly linked to appraisal. The teaching observation scheme grades are generous in comparison with national averages and teaching observation is not used systematically as part of self-assessment. Self-assessment fails to identify weaknesses in teaching and learning.

English for speakers of other languages



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

Strengths

- much good teaching

- high standard of students' written and oral work

- wide range of responsive provision

- effective and rigorous use of individual learning plans

- good leadership and management.

Weaknesses

- insufficient use of ICT

- underdeveloped range of accreditation.

Scope of provision

109. The college offers a very wide range of ESOL provision at community venues and in the workplace. There are 246 adult students studying part time in community education, with approximately one-third of these students studying in the workplace. The largest group of students are studying at entry level 3. There are seven students aged 16 to 18 receiving additional learning support whilst on full-time college courses.

Achievement and standards

110. Students achieve well and attain high levels of language proficiency. Students work effectively to improve their accuracy, expand their vocabulary and increase their understanding of grammar. Data supplied by the college relating to ESOL students' achievement are robust and contain both external and internal accreditation. However, the college management information has failed to record students' achievement accurately. Most achievement is currently measured through the setting of individual learning goals matched to the national standards for ESOL.

111. At present, there is underdeveloped certification of students' achievement. This weakness has been recognised and measures have been put into place to address this issue.

112. There is very good setting of specific, relevant and challenging targets in individual learning plans. There is clear tracking of students' progress and identification of achievement. Students' written and oral work is of a high standard. In one lesson, students were able to use a wide range of adjectives for expressing feelings in a discussion on current affairs. In an elementary lesson, students were able to discriminate accurately between present perfect and simple past tenses when recalling recent activities. Students show interest in their learning and take pride in their work.

113. Students demonstrate a good understanding of their learning goals and are able to identify how completed work contributes to their achievement. Students are good at assessing their own progress. For example, they are able to evaluate their experiences when shopping or communicating with doctors or schools. Students respond well to teachers' questioning. They are

eager to answer questions and do not fear making mistakes. They become competent communicators and use grammar accurately. Students develop confidence and self-esteem and work well in cross-cultural and gender groups. Students make good progress relative to their prior achievement.

Quality of education and training

114. Teaching in ESOL is well planned and effective. Teachers have good subject knowledge and there is good individual support for students. Most teachers are well qualified and have a clear understanding of the new teaching and learning framework including the national standards and core curriculum for ESOL.

115. Teaching is varied and stimulating. In a lesson in the workplace, students identified the different responses needed for dealing with complaints from the public and from colleagues. The teacher skilfully used role play and questioning and students were able to demonstrate that they had learned appropriate responses and vocabulary. In another lesson, the teacher used a wide variety of teaching strategies to demonstrate the requirements of a telephone call to a doctor's surgery. Students made good progress and were able to complete the exercise using the correct tone and conventions. Working relationships between teachers and students are good. There is insufficient use of ILT to support learning and there are inadequate ILT resources available to teachers and students.

116. Lesson plans are closely matched to the students' needs and interests and include detailed references to teaching and learning styles. Lessons have challenging targets matched to individual learning and teaching is well differentiated to support the less able and stretch the more able students. Student's work is clearly marked and evaluated, and contains detailed and helpful comments to help students improve their performance. Reviews of students' progress are carried out at regular intervals. Students receive good guidance on progression both during and at the end of their courses.

117. Initial assessment is thorough and provides a robust basis against which to accurately monitor students' progress. Individual learning plans are well written and detailed and provide clear monitoring, review and tracking of students' progress. Students show good understanding of their individual learning programme. Learning plans also contain well-written targets for the improvement of personal skills to contribute to the achievement of long-term learning goals.

Leadership and management

118. Leadership and management are good. ESOL is managed through the adult education provision of the college and there are clear strategies for ESOL as an integrated part of the overall college strategy. There are regular and purposeful team meetings. The self-assessment plan is accurate and there is a detailed and well-written action plan focusing on improvements to students' achievement. There are strong and successful links with employers supporting the ESOL in the workplace provision. Staff training is good, with teachers receiving a wide range of national and local training.

Part D: College data

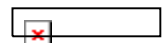
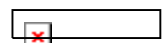


Table 1: Enrolments by level of study and age



| Level | 16-18 | 19+ |
|---------------|------------|------------|
| 1 | 5 | 68 |
| 2 | 29 | 10 |
| 3 | 67 | 21 |
| 4/5 | 0 | 0 |
| Other | 0 | 0 |
| Total* | 100 | 100 |

Source: provided by the college in Autumn 2003

* figures have been rounded and may not total 100%

Table 2: Enrolments by curriculum area and age

| Curriculum area | 16-18 No. | 19+ No. | Total Enrolments (%) |
|--|--------------|------------|-------------------------|
| Science and mathematics | 418 | 7 | 13 |
| Land-based provision | 0 | 0 | 0 |
| Construction | 0 | 0 | 0 |
| Engineering, technology and manufacture | 43 | 0 | 1 |
| Business administration, management and professional | 217 | 182 | 12 |
| Information and communication technology | 267 | 116 | 11 |
| Retailing, customer service and transportation | 0 | 0 | 0 |
| Hospitality, sports, leisure and travel | 69 | 2 | 2 |
| Hairdressing and beauty therapy | 0 | 0 | 0 |
| Health, social care and public services | 38 | 1 | 1 |
| Visual and performing arts and media | 313 | 9 | 9 |
| Humanities | 741 | 12 | 22 |
| English, languages and communication | 316 | 8 | 10 |
| Foundation programmes | 85 | 6 | 3 |
| Unknown AOL | 24 | 518 | 16 |
| Total | 2,531 | 861 | 100 |

Source: provided by the college in Autumn 2003

Table 3: Retention and achievement

| Level (Long Courses) | Retention and pass rate | Completion year | | | | | |
|----------------------------|------------------------------|-----------------|-------|-------|------|------|------|
| | | 16-18 | | | 19+ | | |
| | | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 1 | Starters excluding transfers | 413 | 78 | 344 | * | * | 47 |
| | Retention rate (%) | 70 | 6 | 87 | * | * | 98 |
| | National average (%) | 79 | 80 | 78 | 71 | 70 | 72 |
| | Pass rate (%) | 63 | 80 | 10 | * | * | 0 |
| | National average (%) | 70 | 66 | 71 | 67 | 70 | 75 |
| 2 | Starters excluding transfers | 158 | 159 | 163 | 39 | 47 | 107 |
| | Retention rate (%) | 71 | 56 | 81 | 38 | 6 | 74 |
| | National average (%) | 80 | 80 | 81 | 71 | 72 | 71 |
| | Pass rate (%) | 83 | 85 | 48 | 47 | 33 | 30 |
| | National average (%) | 80 | 85 | 84 | 68 | 68 | 71 |
| 3 | Starters excluding transfers | 1,794 | 1,779 | 1,847 | 34 | 30 | 61 |
| | Retention rate (%) | 70 | 66 | 89 | 74 | 53 | 93 |
| | National average (%) | 75 | 80 | 89 | 63 | 64 | 69 |
| | Pass rate (%) | 78 | 93 | 69 | 52 | 100 | 56 |
| | National average (%) | 85 | 86 | 88 | 65 | 67 | 75 |
| 4/5 | Starters excluding transfers | * | 16 | 16 | * | 418 | 458 |
| | Retention rate (%) | * | 25 | 94 | * | 55 | 94 |
| | National average (%) | * | 92 | 93 | * | 90 | 88 |
| | Pass rate (%) | * | 75 | 40 | * | 89 | 60 |
| | National average (%) | * | 73 | 78 | * | 73 | 80 |

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 1999 to 2002: College ISR.

* fewer than 15 starters enrolled

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) | 78 | 20 | 2 | 75 |
| Level 2 (intermediate) | 50 | 33 | 17 | 12 |
| Level 1 (foundation) | 50 | 50 | 0 | 6 |
| Level E (entry) | 33 | 67 | 0 | 3 |
| Other sessions | 73 | 27 | 0 | 11 |
| Totals | 72 | 24 | 4 | 107 |

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