



ADULT LEARNING  
INSPECTORATE



Office for Standards  
in Education

## The College of Richard Collyer

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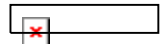
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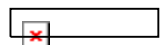
**Basic information about the college**



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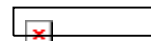
Name of college:	The College of Richard Collyer
Type of college:	Sixth Form College
Principal:	M G Marchant
Address of college:	Hurst Road Horsham West Sussex RH12 2EJ
Telephone number:	01403 210822
Fax number:	01403 211915
Chair of governors:	E R Cowley CBE
Unique reference number:	130847
Name of reporting inspector:	Vincent Ashworth HMI
Dates of inspection:	2-6 February 2004

**Part A: Summary**



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**Information about the college**



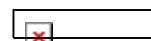
The College of Richard Collyer was founded in 1532, under the terms of the will of Richard Collyer, a member of the Mercers' Company of the City of London. In 1944 the school became a voluntary-aided grammar school, in 1976 a voluntary-aided sixth form college, and in 1993 a designated sixth form college. The college is located in Horsham, a market town in West Sussex with a population of over 50,000. The town is near to Gatwick airport and has its own economic base of pharmaceutical, insurance and service industries. Unemployment in the Horsham-Crawley area is below national and Sussex averages. The number of young people aged 16-19 is forecast to increase over the next five years, as a consequence of the town's continued expansion and housing growth.

The college offers courses in 9 of the 14 areas of learning. Of these, provision in engineering and health and social care is small. The largest area of study is English, languages and communication with 21% of enrolments in 2002/03. The college offers over 40 subjects at advanced subsidiary level (AS level) and general certificate of education advanced level (GCE A level). Vocational and other courses provide a further 20 subjects for students to choose from. The college recruits 66% of its students aged 16 to 18 from three 11 to 16 partner schools in Horsham. The remaining 34% come from 47 other schools in Sussex and Surrey.

There are approximately 1,200 full-time students aged 16 to 18. The college attracts students with a wide range of ability, but most are relatively well-qualified with an average general certificate of secondary education (GCSE) score of 6.1. The college has experienced approximately 6% annual growth in enrolments for students aged 16 to 18 in the three years to 2004.

Most (98.3%) students aged 16 to 18 are studying fulltime; nearly all of the adult students (99.2%) are studying part time. The majority of students aged 16 to 18 are enrolled on level 3 courses. There is a very small amount of provision at level 1, and level 2 provision is being expanded. In 2002, 91% of students self-declared their ethnic origin as white. Approximately 56% of full-time students are female. The college provides adult education classes in the evenings and is a member of a collaborative network of adult learning centres in the Horsham area. There are approximately 350 adult students enrolled on part-time courses. The majority of adult students are on courses in modern languages, English and information and communications technology (ICT). The college mission states that, 'Collyer's is committed to providing excellent education for the success of every student'.

### **How effective is the college?**



Inspectors judged the provision to be outstanding in science and mathematics, business, ICT and English and modern foreign languages. Provision in sport, leisure and tourism, visual and performing arts and media is good. Overall provision in humanities was judged to be good, with history being attributed a contributory grade of outstanding. Support for students is outstanding. Leadership and management of the college are good. The college's key strengths and the areas that should be improved are listed below.

#### **Key strengths**

- outstanding examination results
  
- effective use of information learning technology (ILT) in teaching and learning

- confident, articulate and responsive students
- high standard of students' work
- excellent attendance and punctuality
- outstanding support for students
- rigorous procedures for monitoring and improving students' progress
- wide range of provision at level 3
- students' participation in a wide range of extra-curricular activities
- effective financial management
- clear direction from governors and senior management.

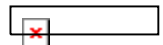
***What should be improved***

- monitoring the effectiveness of classroom teaching
- key skills provision
- access for students and staff with restricted mobility

- provision of ILT resources in some teaching areas
  
- retention rates on provision at levels 1 and 2 for adults
  
- vocational enrichment and careers guidance for 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

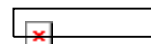


*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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 and mathematics	<b>Outstanding.</b> There are very high pass rates and good retention rates on all GCE A-level and one-year AS-level courses. Much teaching is challenging and good use is made of ILT. There is a high standard of practical resources in the laboratories and information technology (IT) resources in all areas. Students on GCSE mathematics courses make insufficient progress relative to their entry grade. Access to science laboratories for people with restricted mobility is inadequate.
Business studies	<b>Outstanding.</b> There is much good teaching which challenges students and promotes effective learning. Retention and pass rates are very high and many students achieve high grades in their examinations. There is good curriculum management with high impact on student learning and achievement. Opportunities for work experience are insufficient and access to ILT facilities is limited.
Information and communications technology	<b>Outstanding.</b> Retention and pass rates are very high and students make excellent progress in relation to their prior attainment. Teachers are committed to ensuring the success of their students. Teaching and learning on adult courses is good, but lacks challenge for the more able students aged 16 to 18. Students develop very good practical IT skills and ILT is used effectively to enhance teaching and learning.
Sport, leisure and tourism	<b>Good.</b> Teaching and learning are good and there are high pass and retention rates on many courses. Attendance and punctuality are very good. Students receive good academic and pastoral support. Students do not have access to planned work experience and the range of short courses available to sports and leisure students is insufficient.

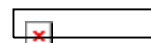
Visual and performing arts and media	<b>Good.</b> Pass and retention rates are very high. There is very good teaching in performing arts, media and film studies. In some visual arts lessons, teachers use a narrow range of teaching methods and students do not sufficiently analyse and evaluate their work. Specialist resources are very good and teachers make effective use of ILT. Accommodation and resources in performing arts and media are inadequate.
Humanities	<b>Good.</b> History contributory grade: <b>outstanding</b> . Pass and retention rates are high with the exception of AS-level psychology. Most teaching is good and it is outstanding in history, but in a significant minority of lessons teachers fail to challenge and enthuse students. Students have a high standard of oral and study skills and they are well supported by their teachers and tutors. Quality assurance procedures are not applied with consistent rigour.
English and modern foreign languages	<b>Outstanding.</b> Pass and retention rates are very high on full-time courses. Teaching is stimulating and imaginative and teachers make good use of ILT to support learning. Students demonstrate excellent research, analytical and critical skills and their progress is rigorously monitored by teachers and tutors. Subject management and teamwork are highly effective.

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



Leadership and management are good. Managers give clear strategic direction. Governors and staff actively contribute to shaping the mission and strategy. The college is very successful in meeting the aims and objectives it sets for itself. The quality of education provided for students of all ages is good or outstanding. Students make good progress on most courses. Pass and retention rates are above the national average on the majority of courses. Management and quality assurance arrangements are effective in most areas and contribute to the high standards achieved. However, the college has overestimated the quality of teaching and learning and has not sufficiently identified and addressed weaknesses in classroom practice. Effective governors make a good contribution to the college. The college provides good value for money.

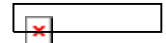
#### To what extent is the college educationally and socially inclusive?



The college's response to educational and social inclusion is good. The college has well-established links with its partner schools and collaborates effectively with other providers. The college has set clear targets for raising participation. The admissions policy welcomes students of all levels of ability and ensures that they are placed on courses appropriate to their prior attainment. The college has expanded its level 2 provision for students aged 16 to 18 and increased significantly the number of adult students. Students combine a very wide range of subjects from AS level and GCE A level. Many level 2 students progress to level 3 and include AS levels in their programme of study. Many adult students progress from beginner level to at least level 2. Some 7.5% of the college's students are from a minority ethnic background which is about 5% higher than in the local population. A well-attended multicultural group meets regularly to discuss issues affecting students in a diverse society. Students with identified learning needs are well supported. The college has made good progress in response to the Race Relations Amendment Act (2000) and Special Educational Needs and

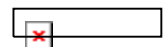
appropriate training provided for staff. There is a detailed race equality policy and retention and pass rates are monitored against racial groupings, to identify and respond to areas of underperformance. The college has purchased suitable equipment to assist a number of students and staff with either a hearing or visual impairment. Where access is poor for those with restricted mobility, the college has made reasonable adjustments or provides appropriate alternative accommodation. However, much of the college site and 40% of the accommodation are inaccessible for students with restricted mobility.

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



Support for students is outstanding. Initial guidance and induction processes are good. Students' progress, effort and attendance are regularly and rigorously monitored. The quality of individual tutorials is very good. Students are constructively involved in discussion about ways to improve their performance and parents are informed appropriately. Attendance rates are high. Students' individual support needs are identified through an appropriate variety of methods. The learning support provided is effective. Students receive good pastoral, learning and personal support from, as appropriate, their subject teachers, tutors, learning support and welfare services. Communication between the services is good. Students appreciate being treated in an adult manner and respond well.

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



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

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

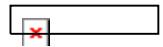
- friendly and approachable staff
  
- facilities in the new learning resource centre
  
- being treated like an adult
  
- dedicated and committed staff
  
- high standard of teaching

- development of personal and social skills.

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

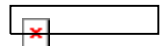
- social space in the college
- key skills provision
- heating in and access to older buildings
- availability of ILT resources in some classrooms.

**Other information**

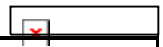


The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local Learning and Skills Council (LSC). The 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	77	21	2

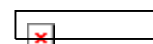


19+ and WBL*	80	20	0
Learning 16-18	74	24	2
19+ and WBL*	90	10	0

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

*\*work-based learning*

## Achievement and standards



1. The college offers a wide range of academic courses preparing students for AS levels and GCE A levels, together with GCSEs and courses leading to vocational qualifications. It also provides a small number of courses for adults. The majority of full-time students are aged 16 to 18. Most of the students take AS-level and GCE A-level courses.

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

2. Overall pass rates on level 1 courses are above national averages. Retention rates have remained consistently high for the years between 2001 and 2003. In 2002, the college retention rate for level 1 courses was 13 percentage points above the national average. In 2002 and 2003, overall pass rates at level 2 improved to around the national average. Pass rates at grades A\* to C in GCSE English language are very good, at 73%. The number of students who achieve high grades in GCSE mathematics is low. The number of students who pass general national vocational qualification (GNVQ) intermediate qualifications with merit or distinction grades is poor. In 2002 and 2003, none of the students who passed GNVQ intermediate leisure and tourism achieved a merit or distinction grade. This course has subsequently been replaced with a Business Technology Education Council (BTEC) first diploma in sport. Retention rates on level 2 courses are satisfactory at around 85% for the last three years.

3. Students' achievements on level 3 courses are very good. Over the last four years the proportion of students who started advanced level qualifications and successfully completed them has steadily improved. Overall pass and retention rates are high. The pass rate reached 94% in 2003, ranking the college in the top 10% of colleges of the same type. In the same year, the retention rate was 93%. In the Department for Education and Skills (DfES) performance tables for schools and colleges in 2003, the average points score for each student was 300.8, compared with a national average of 258.6. The average points score for each entry was 82.7, compared with a national average of 77.4.

4. In 2003, pass rates on AS-level and GCE A-level courses were good at 92% and 98%, respectively. The number of students who achieve grades A or B in these examinations is above the national average for sixth form colleges. Pass rates on advanced vocational courses have been consistently good over the years 2000 to 2003. Approximately 58% of students who passed advanced vocational certificate of education (AVCE) courses in 2003, achieved high grades (A to B).

5. The college subscribes to external independent analysis of students' raw examination results which measures their achievement at AS level and GCE A level in relation to their prior attainment at GCSE. Most students achieve GCE A-level grades that are in line with or above those predicted for them on the basis of GCSE results. Students with lower than the college average entry scores make the greatest gains at GCE A level. In art, performing arts, psychology and religious studies, students taking either AS-level or GCE A-level examinations achieve lower grades than those predicted by their prior attainment. In design technology, geology, IT, mathematics, and physical education, students taking AS-level and GCE A-level examinations achieve better grades than predicted.

6. Achievement in key skills is unsatisfactory. With the exception of application of number level 2, pass rates in each key skill subject at levels 2 and 3 declined between the years 2001 and 2003. Pass rates on IT level 2 are very poor at 22%. In 2003, only 32% of students who started key skills courses achieved a full qualification.

7. The quality of students' work on level 3 courses is good. Inspectors judged that the standard of students' work was good or better in 72% of the lessons observed. It was excellent in only two of the lessons observed by inspectors. Teachers have high expectations of students on advanced level courses and expect them to do their best in both their written and oral work. Students on level 2 courses make slower progress. In GCSE mathematics, for example, students make insufficient progress when compared to their GCSE grade on entry.

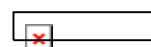
8. Students' written work and assignments are of a high standard and demonstrate good knowledge and understanding. Most are well motivated in lessons and demonstrate the skills required to achieve high grades. In science and mathematics, students have good academic knowledge and produce outstanding work. Students in ILT show good skills in problem solving and data handling. In visual and performing arts and media, students are highly proficient in the use of technology and use it effectively to produce innovative and imaginative work. In humanities, business and modern foreign languages students are confident, articulate and have developed good critical awareness and research skills. Sport, leisure and tourism students demonstrate a mature, professional and enthusiastic approach to their work.

9. Attendance and punctuality are good throughout the college. The average attendance during the inspection was high, at 87%. Attendance was highest in sport, leisure and tourism and business; the lowest attendance was in English and modern foreign languages.

### **Adult learners**

10. Overall pass rates on level 1 courses are satisfactory. Pass rates on level 2 courses are high. However, between 2001 and 2003 pass rates declined from 91% to 80% on level 1 courses, and from 90% to 79% on level 2 courses. Retention rates on level 1 courses are low, at 64%. Retention rates on level 2 courses are about the national average. On GCSE courses, retention rates are poor, at around 17 percentage points below national averages for the years 2001 to 2003. At 80%, the overall pass rate on level 3 courses is satisfactory. Retention rates have improved significantly at level 3. At 84%, in 2003, overall the retention rate was well above the national average.

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



11. Teaching, learning and attainment were graded by inspectors in 142 lessons. Teaching was graded good or better in 77% of lessons, satisfactory in 21% of lessons and less than satisfactory in 2% of lessons. This teaching profile is slightly above the average for sixth form colleges. The proportion of teaching graded good and very good is high. Teaching was graded outstanding in 8% of the lessons observed by inspectors. The quality of teaching observed in business, ICT and science was very good. There was little difference in the quality of teaching for courses at each level.

12. Learning was good or better in 75% of lessons, satisfactory in 23% of lessons and less than satisfactory in 2% of lessons. Again, this profile is slightly above the national average for sixth form colleges. The proportion of lessons in which learning was graded outstanding is low, at 3%.

13. Many lessons are well planned and teachers make the aims and objectives of the lesson clear and explicit to students. In business studies, teachers make good use of students' preferred learning styles to plan their lessons. In the best lessons, teachers address the needs of the full range of students through the use of varied and targeted teaching methods. In history, law and geography

teachers communicate their high expectations of students and make continuous checks to ensure that all students make good progress. A further feature of the many effective lessons is the extent to which teachers extend students' skills and interests beyond examination requirements. In most curriculum areas, teachers skilfully use ILT to engage and challenge students.

14. In the less effective lessons, teachers often fail to provide tasks and activities that are suitable for all the students. Lesson plans for these lessons do not focus sufficiently on learning outcomes. Other weaknesses include; failure to check students' understanding; failure to involve students in class discussions; and missed opportunities to develop key skills. In a few lessons, teachers talk for too long and students lose interest and the motivation to learn. In some humanities subjects and visual arts, lesson plans do not take full account of the students' individual needs and teaching fails to stimulate or enthuse.

15. Over 80% of adult education lessons observed were good or better. In most lessons, the teachers use skilful questioning to check understanding and build individual student confidence well. In ICT lessons, students' work is of a high standard and they demonstrate good practical skills. In a document presentation lesson, students produced leaflets that were attractive, colourful and well designed for the recipient. In modern foreign language lessons, students demonstrate a thorough understanding of grammatical structures and are confident in using new vocabulary and enjoy speaking the taught language in pair and group work.

16. Students are expected and encouraged to develop good independent research skills and study habits from the start of their courses. Students receive much individual help and advice from teachers when they are not teaching. Students place a very high value on the amount of help they receive outside of lessons.

17. Teachers are well qualified; most have a first degree in the subject they teach and many have higher degrees. Staff are fully involved in identifying training and development needs and staff development is given a high priority. The impact of most staff development activity is measured through a range of summary reports, the self-assessment process and a detailed cost-benefit analysis.

18. The college provides a very pleasant environment for learning. Some older buildings, however, present significant challenges for those with restricted mobility. There have been improvements in accommodation since the last inspection. These include refurbishment of the science facilities, a new art centre, and a recently opened learning resource centre. There are very good specialist resources in most areas of learning. Classrooms and corridors are generally clean and tidy. In some areas of the college, there is little display of students' work. There is no suitable access for students with restricted mobility to much of the science area, some humanities rooms and workshops used for independent learning within subject areas. Some subjects are taught in cramped classrooms and some rooms lack adequate ventilation. Most student social areas are overcrowded at peak times, including the dining area and common room.

19. There is a good range of new computers and up-to-date software. There is very good use of ILT resources in teaching. For example, many classrooms contain data projection, interactive whiteboard and a good range of other IT facilities. Teachers use these resources well to present up-to-date information on subjects such as the environment, census data, and world events. However, too few classrooms in business and humanities, have direct access to ILT resources. Study facilities are further enhanced by a large, new, pleasant learning resource centre. The library stock is adequate and the rate of student borrowing is high. Since the opening of this new building, daily usage has doubled. Departmental stocks of books and other resources add to what is available to support students' study.

20. Assessment is regular and appropriate and informs students' future learning well. Work is regularly set and is usually marked and returned promptly. Marking is in line with awarding body requirements. The college does not have a detailed policy for the moderation of assessments and their marking. Curriculum areas are expected to devise their own procedures to ensure that awarding body requirements are met. Moderator reports confirm that these expectations are fulfilled. In a few subject areas, there is an over-reliance on informal procedures. In most areas, students

receive informative and constructive feedback on the standard of their work and how they can improve it. In a few instances, marking is superficial.

21. Students' progress is monitored regularly and carefully. The college operates a tutorial system whereby, during half-termly meetings with their tutor, each student's progress and attendance is reviewed. This process is rigorous. Current performance in each subject is compared with the performance predicted from incoming GCSE attainment. Each student's level of application is also assessed. These individual tutorials are of high quality. Discussions are appropriately wide ranging. They are supportive but exacting, and, where corrective action is needed, require the student to take a constructive part in finding a solution. Tutors monitor carefully the implementation of the plans which are established to address issues and improve performance. Students value being treated as mature adults and respond positively. In some instances, tutors' notes, recording the discussions and decisions made during these tutorials, are insufficiently well structured. Prompt action is taken in cases of low attendance. Where appropriate, parents are kept informed of progress, application and attendance, through reports posted home and through parents' evenings.

22. The college provides a very broad range of academic qualifications for students aged 16 to 18 and a small range of courses for adult students. There are 45 options available at AS level and GCE A level and 4 vocational GCE A levels. The college is flexible in allowing students to combine study at different levels and with different qualification types. Most students choose four AS-level subjects in their first year. In their second year, most students study three GCE A levels and often an additional AS level. A significant number of students combine their study with an additional vocational qualification.

23. The range of enrichment activities is extensive. Opportunities include sports, music, arts, subject-based enhancement, overseas visits and a wide range of cultural options. Some areas, especially business and ICT, make good use of outside speakers and industrial and commercial links. However, in business and sport and leisure, there are no formalised work experience placements and insufficient opportunities to undertake additional work-related qualifications.

24. The college offers five vocational courses at level 2 and six GCSE subjects. A large number of students follow re-sit courses for GCSE mathematics and GCSE English. Vocational programmes recruit well, are successful and provide good progression to level 3. The college has extended its adult provision and offers a range of courses in IT, modern languages and humanities. Many of these courses are available at levels 1 to 3. However, progression from level 2 to level 3 in humanities is low for some adult students.

25. The college's key skills policy states that all first-year students should complete key skills at an appropriate level in IT plus communications or application of number. Teaching and assessment of key skills is through compulsory attendance at specialist key skills lessons and through lessons and assignments arising from subject areas. However, the implementation of this policy varies significantly across the college. Although, attendance at specialist key skills lessons is often very poor for students on AS-level courses, it is generally good for those students following vocational courses. Poor attendance is monitored. Some subject areas provide students with good opportunities to collect evidence for their portfolios, however, many do not. Assessment of students' portfolios is slow. There is a reluctance by some staff to assess and record key skills' achievement. Although many students do not see the relevance of key skills, some regard the opportunity to reflect on research or coursework as beneficial and others can understand the benefit of gaining IT skills.

26. The college works in close partnership with its local schools. This partnership has been particularly successful in the development of the curriculum at levels 2 and 3. The college collaborates well with other providers to ensure that there is minimum duplication of courses. Progression to HE is very good for students in computing, science, English and modern languages, and visual and performing arts and media. Additionally, many students find local employment.

27. Established recruitment procedures enable prospective students to make well-informed decisions about whether and what to study at the college. College documentation is clear and comprehensive. Senior staff keep in close contact with partner schools and conduct initial interviews for prospective students on school premises. Students from other schools receive good support from

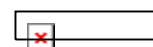
the college's highly regarded reception and admissions staff. All prospective students are invited to college open evenings in the autumn term. A well-organised 'welcome day' in the summer term enables students to meet their tutors and sample lessons in up to six subject areas. The college provides guidance during the GCSE results week. Each student is interviewed during the first week of the autumn term when subject choice is finalised. Late entrants receive appropriate individual attention from admissions staff. Induction procedures allow students to settle easily into college life. A formal change of course procedure is rigorously adhered to.

28. On-course support is provided through the tutorial process. An appropriate range of group activities and formal college presentations are planned through the year. Guidance for students wishing to progress to higher education (HE) is provided through well-developed college procedures of which students are appreciative. The college careers service and the connexions service provide individual support and some group work to advise on employment opportunities. The college divisions and subject areas organise activities to prepare students for possible employment. In some subjects, these are extensive. For example, history has a careers booklet, contributes to the humanities careers days, organises visiting speakers, visits to employers, and work experience. More needs to be done to ensure that all students may benefit from similar extensive arrangements.

29. The college provides outstanding support for students with individual needs. Processes to identify these needs are well developed. For example, students may self-refer, needs may be identified at interview, during completion of the learning agreement, or at any time during a student's time in college. A computer-based assessment package, which all full-time students use, identifies learning styles, possible dyslexia issues, and study skills needs. Arrangements to ensure that identified need is followed-up are meticulous. Identified students are offered interviews by learning support managers, where support is offered and planned. If students decide not to attend interview or not to take up the support offered, learning support managers monitor their progress closely to satisfy themselves the correct decision has been made. Communication between the learning support service and tutors is good. Tutors receive appropriate training in this aspect of their work.

30. Individual learning support is provided either in lessons or through individual sessions in the learning centres. Students are very positive about the support they receive. Additional support for subject development is readily available in all curriculum areas. In all areas, teachers provide a high level of informal but important support for individual students. Students attending evening lessons are informed of the learning support arrangements and are able to make use of them during the daytime, and sometimes in the evening. Appropriate provision is made to ensure child protection. The college counsellor and student welfare officer provide support for personal issues.

## Leadership and management



31. Leadership and management of the college are good. The principal and the senior management team have managed changes skilfully to ensure that the college continues to grow while maintaining a focus on high levels of achievement and outstanding support for students. The college is very successful in meeting the aims and objectives it sets for itself. The quality of education provided for students of all ages is good or outstanding. Students make good progress on most courses. Examination pass and retention rates are high and improving at levels 1 and 3 for students aged 16 to 18. Many students on GCE A-level courses perform better than would be expected from their prior attainment. Pass rates on level 2 courses for students in this age group have now improved to reach the national average; retention rates are satisfactory. Pass and retention rates for adult students are mixed. Retention rates on level 3 courses have improved from 33% to 83% over the years 2001 to 2003. Retention rates are low on courses at level 1 and on GCSE courses. Other than for short courses, pass rates for adults at all levels are satisfactory or better.

32. Quality assurance is good and results in improvements. The college has a well-established cycle of planning and self-assessment. Consistency in carrying out the processes is promoted by clear

and helpful documentation. Good practice across all curriculum areas has yet to be achieved. Self-assessment, action planning and monitoring progress are very good on business courses, but are not yet sufficiently thorough and rigorous in humanities. The annual course and cross-college service reviews contribute to the college self-assessment report produced each year. Teams are provided with high-quality data to help them carry out their annual evaluation and in their day-to-day monitoring of students' attendance and progress. There are good arrangements for students to express their views at course review panels and through student surveys. These views are taken into account in completing the course reviews, alongside the outcomes of lesson observations and data on students' retention and pass rates, and attendance. The data are not readily accessible for all staff. Not all staff have the necessary skills to make full use of data. Managers moderate the self-assessment reports and work with staff to improve their quality.

33. The reports are scrutinised by various groups including the quality improvement team, the curriculum committee, the quality and standards committee and the governing body to secure improvement. Quality improvement plans for each subject and area of work are monitored to ensure issues are addressed and that improvements are made. Examples of success include: improved pass rates for GCSE English at grades A\* to C, AS-level human biology and GCE A-level English courses; the GNVQ intermediate course in leisure and tourism was replaced by a course better suited to the students; improved management information reports now routinely inform decision making, monitoring and action planning.

34. The principal and senior managers provide clear direction and good leadership. Staff and students speak well of the college. The principal, the vice-principal, three assistant principals and the bursar comprise the senior management team. They meet once a week and conduct their business efficiently. Their consideration of matters relating to strategy, finance, quality and development is well supported by focused management information and reports. Six divisions are led jointly by a curriculum leader and senior tutor. There is coherence and effective communication between those providing pastoral support and those managing the curriculum. Curriculum leaders meet with the assistant principal (curriculum) as the curriculum committee twice a month. They consider appropriate matters such as feedback from the senior management team, students' progress and attendance, lesson observations and issues which need to be addressed. They are joined by the programme manager for adult education for relevant agenda items. A corresponding system of management for student guidance and support is led effectively through the tutorial committee. Co-operative joint working and formal weekly meetings between the assistant principal (curriculum) and the programme manager for adult education help ensure consistency of good practice and management procedures between the day-time and evening programmes.

35. The college has effective procedures to support staff in improving their practice and preparing for new roles. The observation of lessons and tutorials has been in place for some years. The outcomes of observation together with the appraisal system and the findings of self-assessment are used to identify needs for professional development and training. The approach to development is thought out well to suit individuals. Activities may include mentoring and support from experienced staff as well as attendance at formal courses. Staff are well informed of the opportunities available to them and supported in taking them up. The quality of professional development is monitored and reported to relevant committees and the governing body. The proportion of lessons judged by inspectors to be good or better was similar to the average for sixth form colleges. The proportion of lessons graded outstanding was very low. The grades the college awarded itself for teaching are significantly higher. Although the findings of the observations inform debate, they are not used systematically to improve teaching and learning. Good practice in business courses includes action planning for improvement arising from lesson observation. The college is piloting a system of performance management to ensure that the impact of lesson observations in improving teaching and learning is more closely monitored.

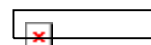
36. The college has policies in place to promote all aspects of equality of opportunity. The equal opportunities policy incorporates a race equality action plan, monitored through the equal opportunities committee. The college has made good progress in response to the Race Relations Amendment Act (2000) and SENDA legislation. Policies and procedures have been updated and appropriate training provided for staff. Governors, managers and teachers receive monitoring reports to help them decide on actions and to assess their impact. Pass and retention rate data are

analysed by gender, ethnicity, post code and previous school. Issues identified in reports to the senior management team are passed to divisions and services for action. In modern foreign languages, staff have taken effective action to attract more male students. In English, action was taken to meet the learning needs of all students, females in particular. Although the underachievement of male students has been identified, the college does not yet have plans in place to address this in a systematic way.

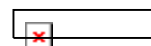
37. The college provides good value for money. Targets for enrolment, pass and retention rates have been significantly exceeded for the past three years. The college is in a good financial position and has been judged to be in category A for financial health by the local LSC who also considered the college to be excellent at the last performance review. The college has been 1 of 40 to be awarded trusted college status for the pathfinder programme by the LSC. There are effective arrangements for the allocation, monitoring and control of budgets linked to self-assessment and quality improvement plans. Governors, senior managers and budget holders receive well-presented financial reports on a regular basis. Careful attention is paid to the efficient use of rooms and timetabling of staff, although small class sizes and cramped rooms were observed by inspectors.

38. Governors work well with managers and staff in setting the strategic direction for the college. All staff and governors attend an annual planning day held in December. Building on their self-assessment reports, teams identify key issues and priorities against the college's strategic objectives. Quality improvement plans begun at the planning day feed into the college's plan. The joint staff-governors' consultative group provides another channel for effective communication. Governors are successful in fulfilling their responsibilities. Meetings are well attended and members of the board play an active part in the life of the college. The full governing body and its committees carefully scrutinise a wide range of performance reports and provide helpful feedback for the college to improve performance. Governors have a well-considered system for self-assessment and a culture of self-critical reflection. This helps them to assess their performance accurately and make appropriate plans for improvement. They evaluate each meeting to consider whether it has benefited the students. Governors have a wide range of expertise which they use to assist the college. The college benefits in many ways from its association with the Mercers' Company. The Collyer endowment provides additional finances; the Mercers' Company has part funded the appointment of the student welfare officer and assists with student financial support through the Whittington fund. Governors have good links with most curriculum areas. For example, in science, the link governor attends team meetings, is instrumental in arranging industrial visits for students and has made the case for improved resources for teaching and learning.

## Part C: Curriculum and occupational areas



### Science and mathematics



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

#### **Strengths**

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

- high proportion of high grade passes at AS level and GCE A level
  
- good retention rates
  
- much challenging and stimulating teaching
  
- effective use of ILT to enhance learning
  
- high standard of practical and teaching resources.

### ***Weaknesses***

- insufficient progress made by students in GCSE mathematics
  
- inadequate access to science laboratories for students and staff with restricted mobility.

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

39. The college offers AS-level and GCE A-level courses in biology, chemistry, electronics, environmental science, geology, human biology, physics, mathematics and further mathematics. Mathematics and human physiology and health are offered at GCSE level. Within the GCSE mathematics course, students also study key skills application of number level 2. AS-level human biology and the two GCSE courses run in the evening for adult students. GCSE electronics is offered to Year 11 students from local schools. The majority of students are aged 16 to 18 and attend full time. There are 450 students enrolled on courses in science and 360 on courses in mathematics.

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

40. Pass rates on all AS-level and GCE A-level courses are very good. On all the GCE A-level courses, they are above the national average. Some are consistently outstanding. For example, the pass rates in both chemistry and physics were 98% in 2002 and 100% in 2003. Pass rates on the AS-level courses are very high. For example, the pass rate in biology and human biology was 96% in 2003 and in mathematics was 89% compared to a national average of 79% and 71%, respectively. The proportion of A to B grade passes on most of the AS-level and GCE A-level courses is high. For example, at GCE A level, the percentage of high grades in geology is 67% and in physics 59%, compared to national averages of 50% and 44%, respectively. Pass rates are in line with those predicted on the basis of their GCSE results. On GCSE courses, pass rates are close to the national averages for sixth form colleges. However, most students on these courses make little progress when compared to their grade on entry.



41. Retention rates are good and on one-year AS-level courses they are very good. For example, the retention rate on both the electronics and the mathematics course is 98% compared to a national average of 87%. The retention rate on the two-year AS-level mathematics course is poor. Attendance and punctuality are good.

42. Most students achieve high standards and develop a wide range of skills. They have good academic knowledge and some produce outstanding work. Students in GCE A-level mathematics demonstrate a high level of understanding in their work and show confident algebraic manipulation skills. Students are well motivated, work productively, and make effective contributions to their learning. Science students enhance their learning experience through field trips. For example, a party of physics and geology students have planned a visit to Iceland to observe volcanoes, glaciers and a geo-thermal power station.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GCSE mathematics	2	No. of starts	127	132	159
		% retention	86	85	82
		% pass rate	47	37	40
AS-level biology and human biology	3	No. of starts	109	93	118
		% retention	89	95	91
		% pass rate	91	85	95
AS-level mathematics	3	No. of starts	138	113	116
		% retention	91	94	98
		% pass rate	82	80	89
AS-level environmental science	3	No. of starts	38	39	35
		% retention	92	100	97
		% pass rate	91	87	88
GCE A-level physics	3	No. of starts	60	40	41
		% retention	88	100	100
		% pass rate	89	98	100
GCE A-level chemistry	3	No. of starts	49	46	29
		% retention	88	98	97
		% pass rate	98	98	100
GCE A-level mathematics	3	No. of starts	77	64	65
		% retention	91	100	100
		% pass rate	99	91	98

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

***Quality of education and training***

43. Much of the teaching is effective. It challenges and stimulates student learning. All the teaching observed was at least satisfactory and most was good or very good. Relationships between students and teachers are good. Teachers use targeted questions to challenge the more able and support the less able students. In the best lessons, teaching activities are suitably varied and include exposition, question and answer, group work and 'brainstorming'. In a very good statistics lesson, students

worked in groups to consider statistical experiments such as counting the number of red cars passing a given point or measuring the hand spans of a number of students. Subsequently, they determined whether the resulting data would be examples of geometric, normal, Poisson or exponential distributions. This led to interesting discussion between the groups as they shared their ideas. Lesson plans often lack detail and fail to identify how teaching methods will address the individual needs of students. Lesson aims are not always clearly stated at the beginning and there is often no effective summary at the end. In a minority of lessons, opportunities to check understanding by questioning students are lost.

44. Teachers make effective use of ILT. In a human biology lesson, a lively discussion on embryo formation was followed by an exercise to determine that the students had understood the key stages of fertilisation and implantation. The teacher then used the interactive whiteboard to give a projected animation of the sequence of events which explained clearly why only one sperm normally enters the egg cell. In an AS-level statistics lesson, a document camera was used to project the student's data sets on to a screen, allowing students to see the graphs plotted by other members of the class. Teachers in mathematics share computer-based teaching resources on a database. In geology, effective use is made of the data projector to display magnified pictures of rock samples.

45. Laboratory activities are well organised. Careful attention is paid to health and safety. In practical sessions, teachers relate theory to practice clearly and effectively. Physics teachers have developed a range of software packages whereby students can undertake challenging investigations. In one simulated experiment, students used a NASA website to access data on 500 satellites orbiting the earth. They chose data from 10 satellites with near circular orbits to test the validity of Kepler's Law and calculate the mass of the earth. However, only one science laboratory contains computers and these are not networked.

46. Effective systems are in place for monitoring student progress relative to their target grades. Students speak highly of the individual support they receive from their teachers. Regular progress reports are discussed with students and sent to their parents. Students' work is marked carefully. Homework is set regularly and students' progress is effectively monitored. Assignments are well planned, interesting and lead to purposeful learning. Most teachers make constructive comments and give helpful feedback.

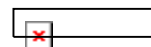
47. There are productive partnerships with local schools and a taster day for Year 10 pupils in the summer term is well supported. The growth and development of electronics programmes received a Beacon Award commendation and the school-link course is one product of this initiative. Science teachers have developed good links with industry.

48. Teachers are well qualified and most have relevant specialist teaching experience. Laboratories are well serviced by a dedicated team of technicians. The library is well stocked with science books, videos and a good range of scientific periodicals. The book stock in mathematics is limited. Teaching accommodation is good. Laboratories have been refurbished since the last inspection and are spacious and well equipped. There are attractive posters, but few displays of students' work. On occasion, classrooms in mathematics are too small for larger AS-level groups. Most laboratories are inaccessible for staff and students with restricted mobility. However, the college plans to install a lift in the science block to address this weakness.

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

49. Leadership and management are good. Curriculum management in both science and mathematics is effective and there are good communications between all staff. There is an excellent team spirit within the science and mathematics teams and staff share teaching resources. Equality of opportunity is promoted effectively. The well-developed self-assessment reports acknowledge key weaknesses identified by the inspectors. However, the internal lesson observation grades awarded were overgenerous. Target setting is well established and retention and pass rates are monitored and carefully analysed. Although the poor progress made by GCSE mathematics students relative to their entry grade has been identified, action plans give insufficient focus to teaching and learning strategies to address this issue.

## **Business studies**



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

### ***Strengths***

- high pass and retention rates
  
- teaching which challenges students and promotes effective learning
  
- high-quality assessment and feedback to students
  
- good attendance and punctuality
  
- curriculum management which impacts positively on learning and achievement.

### ***Weaknesses***

- insufficient work experience on vocational courses
  
- limited ILT facilities in classrooms.

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

50. The college offers AS level and GCE A levels in business studies, economics and accounting. Vocational provision comprises an AVCE in business and GNVQ intermediate in business. Word processing courses are offered as additional qualifications to students enrolled on other courses at the college. At the time of the inspection, there were 383 full-time students aged 16 to 18 and 52 adult students on these courses.

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

51. Pass rates are outstanding. They have been above the national average for sixth form colleges for the last two years in AS-level and GCE A-level business studies, economics and AS-level accounting. A high proportion of students gain A or B grades on most AS-level and GCE A-level

courses. For example, in AS-level accounting and business studies the percentage of high grade passes is twice the national average for sixth form colleges. Student retention rates are very high on the majority of courses. They are significantly above the national average for AS-level business, AVCE business and GNVQ intermediate.

52. Students are confident, articulate and responsive and make significant progress on most courses. They exhibit good verbal skills. Students ask challenging questions of teachers as well as of each other. The standards students attain are high. They achieve a high standard of written work, and develop critical awareness, and analytical and research skills. Many students achieve better results than those predicted from their achievements at GCSE. They are highly confident in their use of ICT. Students are punctual and their attendance rates are very high.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GNVQ intermediate business	2	No. of starts	19	33	19
		% retention	95	88	100
		% pass rate	83	86	95
AS-level economics	3	No. of starts	24	28	31
		% retention	88	100	94
		% pass rate	81	89	93
GCE A-level business	3	No. of starts	68	51	69
		% retention	72	98	99
		% pass rate	90	98	97
GCE A-level economics	3	No. of starts	16	16	*
		% retention	88	100	*
		% pass rate	100	100	*
AVCE business double award	3	No. of starts	23	19	*
		% retention	74	63	*
		% pass rate	100	100	*
AS-level business	3	No. of starts	81	122	115
		% retention	88	94	96
		% pass rate	93	93	94

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

\* fewer than 15 students enrolled

***Quality of education and training***

53. Much of the teaching is good. It challenges students and promotes effective learning. Teachers are enthusiastic, confident and skilled. They adopt a variety of approaches to meet the needs of all students. Differences in student ability, learning styles and self-confidence are addressed effectively by teachers in the way in which they plan and teach their classes. They successfully integrate theory with practical work by using stimulating and challenging activities and case studies. In one AS-level business studies lesson, the issue of corporate social responsibility came to life in a well-prepared activity. This involved students in adopting the roles of shareholders and directors in conflict over support for an environmental initiative. Teachers are supportive and provide helpful, constructive feedback during lessons to encourage students and help them progress. Skilful use is made of question and answer techniques to draw on students' previous knowledge and experience. Students

are encouraged to express their opinions in class and on many occasions stimulating discussions ensue.

54. Wherever possible, teachers integrate ILT into their lessons. In an AS-level economics lesson, an interactive whiteboard and direct access to the Internet were used imaginatively and with high impact. This resulted in a stimulating discussion and in-depth understanding of the economic principles underpinning the HE funding controversy. However, inadequate IT resources in business classrooms hinder the more extensive use of ILT in teaching. Business links are used effectively to support learning. These include guest speakers, project work linked to a manufacturing company and a range of trips to business organisations. Lack of formal work experience opportunities for vocational students limits their ability to enhance their learning in the workplace.

55. Well-planned assessment programmes support the effective development of students' knowledge and skills. Assignments are well structured and assessment of students' work is rigorous. Formative assessments are designed to ensure that all students make very good progress, for example by challenging the more able students. Marked student work is returned promptly. Written and verbal feedback to students is constructive and detailed. Effective procedures are in place for the moderation and standardisation of assessment judgements.

56. Support for students is very good. Induction is well planned and implemented. Tutorials are used effectively to manage students' learning, set individual targets and monitor progress. Students commend the value of tutorials in supporting and developing their learning. Students likely to be at risk of not progressing and completing their course are identified at an early stage and appropriate action is taken to provide them with support.

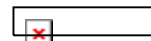
57. The needs and interests of students are met effectively. Progression to HE and into employment is good. A high proportion of GNVQ intermediate students progress to other courses at the college. Students are able to participate in business-related education schemes, such as Young Enterprise. Many students study for additional qualifications, in particular in word processing.

58. Resources are good. Teachers are well qualified. They hold relevant professional and vocational qualifications. Their up-to-date knowledge of business practice is used to good effect in making business and economic concepts relevant to students and to enhance their learning. The opportunity has been taken by some teachers to secure short-term industrial placements. These have been effectively used to increase the relevance and impact of their teaching. Accommodation and resources are generally good. However, a few rooms are cramped and constrain the use of some types of learning activity. There are too few business and economics books in the library.

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

59. Leadership and management are good. Team work is impressive. Regular team meetings focus appropriately on teaching and learning, assessment and student progress. Improvement strategies, designed to raise and sustain the quality of student experiences and outcomes, are developed to meet the needs identified in self-assessment, teaching observations and appraisals. Management action effectively improves students' experience and performance. Good practice is effectively shared within the department, particularly in relation to teaching and learning and assessment. Staff-development activities are closely linked to the skills, knowledge and capabilities teachers require in order to enhance the work of the department.

### **Information and communications technology**



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

### **Strengths**

- high pass and retention rates
  
- students' excellent progress in relation to their prior attainment
  
- much good teaching
  
- effective individual support for students
  
- good use of ILT in teaching and learning
  
- well-developed practical skills.

### **Weaknesses**

- no significant weaknesses.

### **Scope of provision**

60. There is a small range of full-time courses in ICT. Courses include GCE A-level and AS-level ICT. In September 2003, AVCE and GNVQ intermediate courses were introduced. Additional courses at level 3 enhance full-time students' learning. They include IT presentation and IT documentation and desk-top publishing. A range of part-time IT courses at entry and level 1 is offered as part of the college's adult provision; these include an introduction into practical software skills. There are 147 full-time students aged 16 to 18 and 80 adults enrolled on courses in this curriculum area.

### **Achievement and standards**

61. Pass rates on all courses are high and well above the national average. In AS-level and GCE A-level ICT pass rates are very high. Most AS-level and GCE A-level students achieve significantly higher grades than would be predicted by their previous GCSE performance. The proportion of students achieving higher grades in GCE A-level and AS-level ICT is significantly higher than the national average. A high proportion of full-time ICT students choose to study ICT at university. Retention rates are high on all courses; AS-level ICT in particular is significantly above the national average. Nearly all the students who start an advanced ICT course achieve the qualification, many with higher grade passes. For example, in 2003, of the 101 students who started AS-level or GCE A-level ICT, 91 passed and 35 achieved higher grades.

62. The standard of students' work is very good and some is excellent. All students demonstrate good practical skills. For example, an AS-level ICT student adroitly exploited advanced features in Excel, whilst implementing an automated invoicing system. Websites designed by AVCE students incorporate 'pop-ups' and 'hot spots' to help the end-user operate the site with ease and efficiency. Adult students are enthusiastic about their courses and are well motivated. Attendance and punctuality at all classes are very good.

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

Qualification	Level	Completion year:	2001	2002	2003
European computer driving licence	2	No. of starts	*	39	34
		% retention	*	92	91
		% pass rate	*	69	61
AS-level ICT	3	No. of starts	69	78	63
		% retention	94	94	95
		% pass rate	91	90	93
GCE A-level ICT	3	No. of starts	*	25	38
		% retention	*	100	97
		% pass rate	*	92	95

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

\* course did not run

***Quality of education and training***

63. Teaching is good. Teachers set clear objectives for their lessons. They plan and structure their teaching well and use a variety of methods to ensure that all students understand the theoretical topics introduced. In one lesson, for example, students worked in groups and used a case study to analyse and discuss backup strategies for computer networks. Teachers ask pertinent questions to ensure that students understand what has been covered and are responsive to questions asked by the students. In a desktop publishing class, students worked on a variety of projects which extended their understanding and effectively linked theory to practice.

64. Learning materials maintain students' interest well and require them to be closely involved in their learning. Teachers utilise the college intranet to share resources such as work packs, practice tests, assignments and assessment criteria, both with each other and with students. In a few less successful lessons, the teachers fail to ensure that all students learn effectively or check their understanding of difficult concepts. Schemes of work lack sufficient detail on how to enhance the learning of students with different abilities.

65. Student guidance and support are effective. Students' progress is monitored regularly and appropriate improvement targets are set. Working relationships between students and teachers are very good. Students are motivated and appreciate the high levels of individual support given to them by their subject teachers within lessons and in regular IT workshops. In a few cases, teachers provide such support too readily, without sufficient checks that the students have understood. Teachers are committed to ensuring the success of their students. They are usually aware of students' individual needs and seek to build on students' prior attainments. Homework is set weekly and teachers mark students' assignments satisfactorily and provide helpful comments.

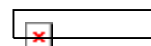
66. Very good use is made by teachers and students of interactive whiteboards and multimedia projectors to demonstrate the use of software. For example, in an introductory lesson for adults, the

teacher demonstrated how to create forms in an Access database. Students use the equipment confidently for sophisticated presentations. A student showed an interactive presentation on how different backup devices operate. The college computer network operates slowly at peak times, but student learning is not significantly affected. Appropriate technical support is available during the day and for evening classes. Industrial links are used to inform classroom practice with, for example, visits to local businesses and guest speakers who talk to the students. There are insufficient opportunities for staff to update their specialist IT skills.

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

67. A high degree of autonomy is enjoyed by the ICT staff. Management at course level is good. Actions agreed at meetings are implemented appropriately by the course teams. Resources are shared effectively by full-time teachers. However, there are insufficient opportunities for daytime and evening teachers to share good practice. Standardisation and moderation of assessments are undertaken informally, but effectively. The self-assessment report recognises the strengths of teaching and learning and the good student achievements and appropriate improvement targets are identified.

### **Sport, leisure and tourism**



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

#### ***Strengths***

- high pass and retention rates
  
- good teaching and learning
  
- effective academic and pastoral support
  
- high level of attendance and good punctuality.

#### ***Weaknesses***

- insufficient vocational enrichment.

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

68. The college offers advanced level courses in home economics, physical education, travel and tourism, sport, leisure and recreation. At the time of the inspection there were 228 full-time students,



studying on advanced level courses, with a further 18 enrolled on a BTEC first diploma in sport. In addition to their full-time courses, students may study additional vocational qualifications such as Association of British Travel Agents (ABTAC) air fares and ticketing and the community sports leader award (CSLA).

### **Achievement and standards**

69. Pass rates are high on most courses. In each of the two years to 2003 all the students who completed the AVCE travel and tourism, and leisure and recreation courses achieved the qualification. These 100% pass rates are significantly better than the national average for sixth form colleges. Pass rates are also high on AS-level and GCE A-level physical education and GCE A-level home economics. Pass rates were low on GNVQ intermediate leisure and tourism in 2002 and in AS-level home economics in 2003.

70. The proportion of students who pass with higher grades is above the national average on many courses. For example, 60% of students who completed AS-level sport in 2003 achieved a grade A or B. Students on physical education courses achieve significantly higher grades than those predicted by their prior attainment at GCSE. For the two years to 2003, the percentage of high grades achieved in AS-level home economics has been well below the national average. In 2003, only 3% achieved high grades compared with a national average of 21%.

71. Students achieve a good standard of work in class and assessed work. They demonstrate a mature and professional approach to their studies, their attendance is good and they are punctual. During practical lessons, they work safely and enthusiastically. In theory lessons, many students display good analytical skills and can talk confidently about their subject.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GNVQ intermediate leisure and tourism	2	No. of starts	28	18	22
		% retention	82	94	64
		% pass rate	87	59	79
AVCE travel and tourism double award	3	No. of starts	*	35	38
		% retention	*	86	74
		% pass rate	*	100	100
AS-level sport games and recreation	3	No. of starts	37	46	61
		% retention	89	89	93
		% pass rate	15	100	95
GCE A-level sport and physical education	3	No. of starts	19**	21	33
		% retention	84**	100	100
		% pass rate	100**	100	100
AS-level home economics	3	No. of starts	19	30	42
		% retention	73	93	95
		% pass rate	100	96	75

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

\* course not running

\*\* data relate to two-year GCE A-level syllabus

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

72. Teaching and learning are good. There are many examples of students being challenged and in some cases inspired by the teaching. In one lesson, the teacher encouraged students to discuss the political, social and economic issues surrounding the Olympic Games by getting them to represent potential host cities and put together a bid outlining why their city should be chosen. An articulate debate ensued which developed not only the students' knowledge of the topic, but also their presentation skills.

73. During lessons, students are generally attentive and enthusiastic about their subject. They make well-organised notes and contribute intelligently to discussions. Many students bring to the lesson knowledge from other subjects, which, where relevant is shared with other students. For example, one student was able to explain to her colleagues the significance of North and South Korea marching together under the same flag at the opening ceremony at the 2000 Olympic Games. In a few lessons, students are not challenged and activities take too long to complete or lack a clearly timed outcome, resulting in students losing interest. Teachers sometimes direct their questions too frequently at the whole group and do not check sufficiently the understanding of individual students.

74. There are adequate resources for the delivery of the courses. The library is well stocked with specialist texts and trade journals. The sports hall is well equipped. There are football and rugby pitches, a small gym, and a test kitchen, which provide good facilities for practical lessons. Regular use is made of the sports hall and outdoor pitches. Students also make use of local sports centres for additional sports facilities such as an all-weather pitch and a swimming pool.

75. Specialist coaching is made available to students who join the college's rugby programme. This programme has a timetable which allows students to participate in training and competitive games. Coaching is provided by Sussex Rugby Football Union. Students have good access to sports and the college has a number of sports teams which compete regularly against other clubs and colleges. Students have access to IT for independent study and some use is made of IT in the classroom.

76. Assessment of students' work is fair and reliable. Assessment and internal verification are carried out in accordance with awarding body standards. Feedback to students is both constructive and timely and clearly identifies how well students are progressing and how they might improve.

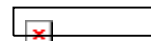
77. Teachers have made limited progress in developing links with industry. Arrangements for work experience are inadequate. There is a very narrow range of additional qualifications available which allow students to enhance their vocational expertise. Advice and guidance on employment issues are insufficient.

78. Students are set targets for achievement. Progress towards these targets is regularly monitored. Students receive good pastoral care and have easy access to tutors outside tutorial periods. They value the tutorial and other support provided, describe the teachers as friendly and approachable, and appreciate being treated as adults. Students who need additional support are well provided for by the college learning support team.

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

79. Curriculum management is good. Teaching teams operate well and communication is effective. Weekly meetings involve all teachers. Monthly divisional meetings enhance communication between programme teams and senior management. There is a standardised approach to individual course management, which is monitored by curriculum leaders. Course files are well maintained and there is a common approach to schemes of work and lesson plans. The quality of provision is monitored through a range of appropriate activities, including a programme of lesson observations and the completion of an annual self-assessment report. The annual appraisal system is effective at identifying the training needs of each member of staff. Industrial updating and teaching and assessment qualifications are current training priorities.

### **Visual and performing arts and media**



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

### ***Strengths***

- high pass and retention rates
  
- very good teaching in performing arts, media and film studies
  
- effective use of ILT in music technology and design technology
  
- high standard of specialist resources.

### ***Weaknesses***

- insufficient analysis and evaluation by students in GCE A-level art
  
- the narrow range of teaching methods on some visual art courses
  
- inadequate accommodation and resources in performing arts and media.

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

80. The college offers a wide range of full-time courses in visual and performing arts and media. There are over 600 students in the curriculum area. Most students are aged 16 to 18 and are studying full time. About 40 adult students study part time. The college offers AS-level and GCE A-level courses in design technology; art and design with photography; media studies; film studies; drama and theatre studies; music; performance studies and dance. Music technology is offered at AS level. Provision at level 2 consists of a BTEC first diploma in design. A wide range of enrichment activities is available to all college students, including bands and choirs, dance workshops and theatrical productions.

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

81. Pass and retention rates are very high. In 2003, 283 enrolments across the 8 GCE A-level subjects resulted in an overall retention rate of 98% and a pass rate of 100% in 7 subjects. At AS level, in the same year, a retention rate of 93% and a pass rate of 96% were achieved across the eight subjects. Drama and film studies both achieved 100% pass rates. Pass rates on the AS-level music history and theory course have been low in the two years to 2003. In 2003, the higher grade

(A to B) pass rates in GCE A-level dance, drama, film studies and design technology were significantly above the national average. In art and design, media studies, music, and performance studies higher grade pass rates were well below the national average.

82. In design technology, students effectively develop their practical skills by using computer technology. In media and film studies, students are confident in using technical language to discuss and analyse texts and films. Photography students successfully manipulate images using computer software and wet processing techniques to produce imaginative and original work. Students studying the double GCE A level in art and design use a range of media with increasing confidence. Students' sketch work on the single GCE A-level award is mainly small scale. It contains copied images, but too few observational drawings. In GCE A-level art, there is insufficient evaluation and analysis. Primary research is often missing and students are not always directed to relevant sources for research purposes. Students' practical work is of a high standard in music technology. Drama students demonstrate a good understanding of different genres and performance styles. Attendance and punctuality are good.

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

Qualification	Level	Completion year:	2001	2002	2003
AS-level film studies	3	No. of starts	*	34	56
		% retention	*	85	91
		% pass rate	*	97	100
AS-level art studies	3	No. of starts	104	203	256
		% retention	86	91	96
		% pass rate	93	92	93
AS-level drama	3	No. of starts	30	35	44
		% retention	83	80	91
		% pass rate	100	96	100
AS-level media studies	3	No. of starts	115	112	95
		% retention	92	91	92
		% pass rate	98	100	99
GCE A-level design and technology	3	No. of starts	34	42	58
		% retention	91	90	98
		% pass rate	100	97	100
GCE A-level art and design	3	No. of starts	68	52	98
		% retention	62	94	98
		% pass rate	98	98	96

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

\* course did not run

***Quality of education and training***

83. Most teaching is good. In the best lessons, teaching methods are varied and stimulating and students gain a strong sense of achievement. Teachers are adept at helping students to combine the theoretical and practical aspects of the course. In group discussions, most students are able to contribute articulately and authoritatively. For example, in a AS-level art history lesson, analysis of Leonardo da Vinci's *Last Supper* generated intellectual debate about the Platonic ideal and students cross-referenced the work to Joshua Reynolds and the American colour field painters. In music

technology and design technology, effective use is made of ILT. For example, teachers have developed useful intranet sites and students use industry-standard software effectively when they learn on their own. In music technology, teachers use electronic whiteboards to demonstrate music composition.

84. In the less successful lessons, for example in AS-level art and BTEC first diploma, teachers fail to identify the different needs of students and lesson objectives lack specificity. In some visual arts lessons, teaching lacks sufficient variety and students do not participate enough.

85. Teachers are well qualified and enthusiastic and use their specialist expertise effectively. New teachers are well supported. Technical support is good in design technology and media. Specialist resources are of a high standard in music technology, design technology and photography. For example, photography has a new digital imaging suite, and there are central mixing and editing rooms in music technology. In visual arts, the textile area is small, but well used to promote a variety of small-scale work. There are weaknesses. For example, there are insufficient media digital edit computers, the library contains too few reference materials and there are no mirrors in the hall to allow dance students to self-evaluate.

86. A new art and design building provides good accommodation. However, the large increase in students means that there is little space for the display of work during lessons. Other accommodation is also cramped, for example the classrooms in media and film are too small for the large group sizes in this area, and in drama and dance the drama studio is too small for practical work by larger groups, there are no small rooms in drama for practice and little storage space.

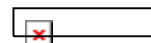
87. Performing arts students are regularly assessed through performance, written analysis and, where appropriate, through integrated projects. Feedback is prompt and helpful. In visual arts, helpful post-it notes on students' sketchbooks supplement written feedback. In contextual studies, students' work is annotated helpfully. In media, some work is returned too slowly after marking.

88. Support for students is good. Subject leaders interview all applicants and recommend appropriate courses. Individual learning needs are identified and progress is monitored on a regular basis. The tutorial system is effective, but tutorial records often lack detail, clear action plans and review dates. Students receive helpful guidance and support in their applications to HE. There is less help with progression to employment.

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

89. Courses are well planned and well managed. Equality of opportunity is promoted successfully. Teachers understand the college's quality assurance arrangements and implement them consistently. Weekly departmental meetings are effective in resolving issues, planning staff development and sharing good practice. Self-assessment is effective and identifies areas for development. Internal lesson observation results in over-optimistic grading.

## **Humanities**



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

The contributory grade for history is **outstanding (grade 1)**

### ***Strengths***

- high pass rates on GCE A-level courses

- good retention rates on most courses
  
- very good teaching in history, geography and law
  
- high standard of students' oral and study skills
  
- good support for students.

### ***Weaknesses***

- very low pass rates in AS-level psychology
  
- significant minority of dull and undemanding lessons
  
- lack of consistent rigour in quality assurance.

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

90. The college offers AS-level and GCE A-level courses in archaeology, classical civilisation, geography, history, law, politics, psychology, religious studies and sociology. There are 648 students enrolled on courses in humanities. History has the highest number of enrolments, with 236 students on AS-level and GCE A-level courses. Archaeology has the smallest number of students with 5 on GCE A level and 14 on AS level. The majority of students are aged 16 to 18 and attend full time. A small number of adult students study philosophy and sociology in the evening.

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

91. Student achievements are good. All students passed GCE A level in archaeology, classical civilisation and geography for the last three years. In 2003, there were pass rates of 100% in six subjects at GCE A level. In the same year, there were 100% pass rates at both AS level and GCE A level in history. The proportion of students gaining high grades is significantly above national averages in GCE A-level geography, sociology and law and AS-level history. In 2003, pass rates were well below the national average in AS-level psychology, classical civilisation and religious studies and on courses for adult students. In geography and history, students' achievements consistently exceed those predicted by students' GCSE grades. Most other pass rates are in line with expectations. However, in psychology and classical studies, pass rates show students performing below that which would be predicted by their prior attainment. Retention rates are good, with most courses at or above national averages.

92. Students produce a high standard of work in almost all courses. Students are enthusiastic and well prepared for lessons. The standard of coursework in geography and history is outstanding. Students access a range of sources in their research and succinctly integrate findings into their written work. Many use high-order language with a high degree of fluency to express their ideas and respond to questions. Students have very good study skills and demonstrate high levels of evaluation and critical analysis in most lessons. Written work in archaeology is insufficiently evaluative and arguments are not supported by concrete examples of archaeological evidence. Attendance and punctuality are good.

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

Qualification	Level	Completion year:	2001	2002	2003
AS-level geography	3	No. of starts	126	110	109
		% retention	94	93	96
		% pass rate	8	91	91
AS-level history	3	No. of starts	95	109	124
		% retention	88	97	96
		% pass rate	99	97	100
AS-level law	3	No. of starts	80	93	100
		% retention	88	90	90
		% pass rate	76	76	89
AS-level psychology	3	No. of starts	88	103	108
		% retention	77	97	94
		% pass rate	87	83	71
GCE A-level history	3	No. of starts	77	65	91
		% retention	84	97	95
		% pass rate	94	97	100
GCE A-level geography	3	No. of starts	80	86	70
		% retention	93	94	100
		% pass rate	100	100	100
GCE A-level psychology	3	No. of starts	46	39	48
		% retention	76	100	98
		% pass rate	91	97	94
GCE A-level sociology	3	No. of starts	66	42	30
		% retention	68	100	97
		% pass rate	84	100	100

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

***Quality of education and training***

93. Teaching and learning in geography and law are very good and excellent in history. Knowledgeable and enthusiastic teachers use a wide variety of teaching methods to challenge and extend students' knowledge and skills. In an outstanding history lesson on the Russian Civil War, pairs of students were given packs containing appropriately coloured toy soldiers and other resources to represent the various forces. Using the information provided and their prior learning,

they placed their forces in the appropriate place on a map and explained the complexity of the parts played by each force in the war. Effective use of data projectors in geography gives students direct access to up-to-date information. Teachers in law lessons use imaginative strategies to extend the more able students.

94. In a significant minority of lessons, teaching is dull. Students spend too much time listening to teachers and too little time developing their skills and knowledge. In these lessons, teachers make little intellectual demand on the students. There is an inadequate range of activities for mixed ability classes. In some lessons, teachers do not provide sufficient direction. Lesson plans and schemes of work are rudimentary, and do not give enough consideration to what students will learn.

95. Teachers monitor the progress of all students closely against target grades based on GCSE performance. Homework is set frequently on all courses. Teachers mark work accurately and return it promptly. Systematic questioning is used in most lessons to assess students' learning. Some students' work is not sufficiently annotated with enough guidance to help them improve their performance. The marking of work is not standardised within subjects.

96. Support for students' academic progress and pastoral care is good. Teachers are sensitive to students' needs and give effective support. Teachers give generously of their time outside the classroom. Students are enthusiastic about the quality and availability of support. Well-structured induction helps students make the transition to AS level. There are regular subject workshops and revision sessions. Individual action plans lack clear targets to support student improvement.

97. Students on most courses enjoy a wide range of enrichment activities. Geography students undertake fieldwork in the Grand Canyon; history and politics students visit Russia. There is a range of visiting speakers and law students take part in mock trials. A weekly history club debates important historical issues. An annual HE conference is arranged for humanities students to find out about opportunities for employment and HE.

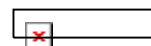
98. Teachers are appropriately qualified and have good command of their subjects. There are sufficient book and other learning resources. Students appreciate the range of learning materials that staff place on the college intranet. Data projectors are available in some classrooms, but are not accessible in all social science lessons. There are no displays of student work in classrooms.

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

99. Leadership and management in humanities are satisfactory. Management information is used to good effect to monitor retention rates and attendance. Appropriate targets are set and there have been improvements in retention and pass rates over the last three years. There are good systems for gathering students' opinion with action plans drawn up to deal with issues arising.

100. In social sciences, procedures to bring about improvements in teaching and learning at subject level are ineffective. Action plans are not monitored with sufficient regularity to secure improvements in the quality of teaching. Self-assessment reports are insufficiently evaluative and understate the impact of weaknesses on teaching and learning. There is little sharing of good practice aimed at improving less demanding teaching.

## **English and modern foreign languages**



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

### ***Strengths***



- high retention and pass rates for students aged 16 to 18
- much stimulating and imaginative teaching
- high standard of students' research, analytical and critical skills
- good use of ILT in teaching and learning
- rigorous monitoring of student performance to improve individual achievement
- high proportion of students progress to related subjects in HE
- highly effective subject management and teamwork.

### ***Weaknesses***

- insufficient development of students' speaking skills in a minority of lessons.

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

101. Provision in English includes GCSE English language, AS-level and GCE A-level English literature, English language and literature. Communication is offered at AS level. The languages provision includes AS-level and GCE A-level courses in French, German, and Spanish. Italian is also offered at AS level. Level 2 provision comprises GCSE level French, Italian and Spanish. The college also offers a range of entry level courses aimed at adult students. Most students are aged 16 to 18 and are studying full time. There are about 326 full-time students aged 16 to 18 enrolled on English courses and 240 enrolled on language courses. There are 80 adult students studying part time in modern foreign languages.

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

102. Pass rates on AS-level and GCE A-level courses are consistently high. In 2003, there was 100% pass rate in AS-level communication studies and GCE A-level German, Spanish and English language and literature. Pass rates at A\* to C in GCSE English have improved for the three years to 2003 and are significantly above the national average. Retention rates for students aged 16 to 18 are good, but are below the national average on part-time courses for adults. The number of students who achieve high grades at AS level and GCE A level in English language and literature and English literature is very high. For example, 51% of students who completed AS-level English

literature in 2003 achieved a grade A or B, compared with a national average of 38%. In the same year, the number of students achieving high grades in AS-level German and GCE A-level Spanish was outstanding.

103. The standard of students' work is outstanding. In English, students participate actively in lessons, speaking with confidence and acuity. They demonstrate very good analytical, evaluative and independent research skills. Written work is detailed and thorough. Thoughts are well developed and clearly expressed. In modern foreign languages students' written work is well structured and opinions are expressed in good, idiomatic language. Adult students make significant progress in their lessons and speak the language they are learning willingly and confidently. Student attendance during the inspection was 79%, which is lower than the overall average for the college.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GCSE English language	2	No. of starts	70	65	75
		% retention	79	85	80
		% pass rate	31	56	68
AS-level English literature	3	No. of starts	112	93	97
		% retention	91	97	94
		% pass rate	94	98	99
AS-level English language and literature	3	No. of starts	52	105	75
		% retention	79	93	92
		% pass rate	100	91	94
AS-level French	3	No. of starts	44	50	55
		% retention	95	94	95
		% pass rate	100	83	94
AS-level Spanish	3	No. of starts	25	29	44
		% retention	92	83	98
		% pass rate	96	92	95
GCE A-level English language and literature	3	No. of starts	*	24	69
		% retention	*	96	100
		% pass rate	*	100	100
GCE A-level English literature	3	No. of starts	102**	84	69
		% retention	80**	93	99
		% pass rate	96**	99	97
GCE A-level French	3	No. of starts	27**	31	22
		% retention	78**	100	100
		% pass rate	95**	94	95

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

\* course did not run

\*\* data relate to 2 year GCE A-level course

***Quality of education and training***

104. Teaching is lively and enthusiastic. Teachers use a wide range of teaching methods to stimulate and engage students and often make their lessons fun. In one memorable lesson, the teacher, supported by a colleague, acted out a melodramatic sequence of the opening of a Mills and Boon novel. This was effective in challenging students to appreciate the stereotypical language of the Romance genre. Discussion was animated and the level of debate was impressive. In modern foreign languages, teachers make innovative use of ILT to support teaching and learning. In one AS-level French lesson, the teacher encouraged students to use an interactive whiteboard to learn new vocabulary and develop their techniques in translation.

105. Teachers plan their lessons effectively. Teaching and learning materials are designed effectively, in order to challenge the more able students and support those who make slower progress. However, in some modern foreign language lessons the more able students are not sufficiently encouraged to use and develop their speaking skills. The college has introduced conversation classes to address this issue.

106. Teachers are exceptionally well qualified and regularly update their subject knowledge through professional development. Dedicated classrooms are well equipped and attractive displays create a warm and welcoming environment. Teachers make full use of the excellent multimedia and ILT resources available to them. Within the curriculum area, students have good access to a wide range of electronic learning resources to support their independent learning. The college learning resource centre provides a wide range of additional learning and reference materials to extend students' study and research skills.

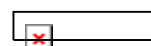
107. Teachers know and monitor their students extremely well. Students feel that they are treated as adults. They are given many opportunities to ask for clarification of work, or to receive on-going feedback. In English, students value an innovative marking system which encourages them to analyse their own work, prior to matching assessments carried out by the teacher. Teachers in modern foreign languages keep comprehensive records of students' initial assessment and effectively monitor and record their progress.

108. Links with local schools are good. Teachers collaborate effectively with a local school which has specialist status as a language college. Students have many opportunities to extend their subject interest. These include theatre trips, conferences, a creative writing residential, and foreign exchanges for modern foreign language students. A high proportion of students in both English and modern foreign languages progress to related degree courses at university.

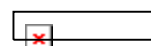
### ***Leadership and management***

109. Leadership and management are good. Communication between curriculum managers and staff is highly effective. Teachers and managers have a strong commitment to raising achievement. Self-assessment reviews are rigorous. Development plans to improve standards are monitored regularly. Action taken to improve student achievements in GCSE English has been particularly successful. Lesson observations are undertaken regularly by curriculum managers. However, the grading of lessons in some cases is too high.

## **Part D: College data**



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



Level	16-18 %	19+ %
1	3	22
2	8	44
3	68	33
4/5	0	0
Other	21	1
<b>Total</b>	<b>100</b>	<b>100</b>

Source: provided by the college in 2004

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

Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	1,012	34	16
Land-based provision	0	0	0
Construction	0	0	0
Engineering, technology and manufacture	201	0	3
Business administration, management and professional	489	82	9
Information and communication technology	778	114	14
Retailing, customer service and transportation	0	15	0
Hospitality, sports, leisure and travel	377	0	6
Hairdressing and beauty therapy	0	0	0
Health, social care and public services	67	13	1
Visual and performing arts and media	819	199	15
Humanities	999	35	16
English, languages and communication	928	443	20
Foundation programmes	0	0	0
<b>Total</b>	<b>5,670</b>	<b>935</b>	<b>100</b>

Source: provided by the college in 2004

**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	594	152	138	421	472	406
	Retention rate %	90	87	91	79	61	75
	National average %	79	80	78	71	70	72
	Pass rate %	80	78	81	65	91	77
	National average %	70	66	71	67	70	75
2	Starters excluding transfers	1,152	556	550	333	310	323
	Retention rate %	88	86	84	75	55	77
	National average %	80	80	81	71	72	71
	Pass rate %	74	63	84	70	90	80
	National average %	80	85	84	70	68	71
3	Starters excluding transfers	1,928	3,555	3,414	106	111	104
	Retention rate %	85	87	92	64	33	77
	National average %	75	80	89	63	64	69
	Pass rate %	85	85	93	84	70	73
	National average %	85	86	88	65	67	75

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 2000 to 2002: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2003.

2. College rates for 1999/2000 to 2001/02: College ISR.

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

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	

Level 3 (advanced)	76	22	2	119
Level 2 (intermediate)	76	18	6	17
Level 1 (foundation)	75	25	0	4
Other sessions	100	0	0	2
<b>Totals</b>	<b>77</b>	<b>21</b>	<b>2</b>	<b>142</b>

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