



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Bishop Burton College

CONTENTS

[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

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

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

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

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

[Students' views of the college](#)

[Other information](#)

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

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

[Achievement and standards](#)

[Work-based learning](#)

[Quality of education and training](#)

[Leadership and management](#)

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

[Agriculture and agricultural engineering](#)

[Animal care](#)

[Equine](#)

[Horticulture, floristry and countryside](#)

[Art and design](#)

[Sport, travel and public services](#)

[Foundation](#)

[Part D: College data](#)

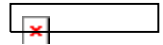
[Table 1: Enrolments by level of study and age](#)

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

[Table 3: Retention and achievement](#)

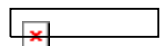
[Table 4: Quality of teaching observed during the inspection by level](#)

Basic information about the college

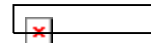


Name of college:	Bishop Burton College
Type of college:	Specialist Land-Based
Principal:	Ms Jeanette Dawson
Address of college:	Bishop Burton Beverley East Yorkshire HU17 8QG
Telephone number:	01964 553000
Fax number:	01964 553101
Chair of governors:	Julian Cook
Unique reference number:	130584
Name of reporting inspector:	Peter Brook
Dates of inspection:	23-27 February 2004

Part A: Summary



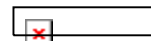
Information about the college



Bishop Burton College is a specialist college of land-based studies. The main campus is located in a rural area close to the market town of Beverley in East Yorkshire and within the community catchment of Hull and York. There are two additional centres based at Broughton in North Lincolnshire and Driffield in East Yorkshire. Hull is one of the most deprived areas of the country, whereas York and East Yorkshire are among the least deprived. The main campus is set in an estate of 409 hectares of which 356 hectares are arable and grassland. The remainder includes 34 hectares of woodland, sports fields and amenity areas. There is some additional farmland at the Broughton centre. The college maintains a strong focus on land-based work in agriculture and agricultural engineering, horticulture, garden design, floristry, equine studies, wildlife and conservation and animal care. It has also developed a range of programmes in sport and leisure, public services, business and art and design. Most subjects are offered up to advanced level on a full-time or part-time basis. There is an extensive foundation level programme for students with a range of learning difficulties and disabilities run at all three centres. A range of short courses is offered for industry and local communities. There are work-based learning programmes in agriculture, agricultural service engineering, animal care, floristry, gamekeeping, horse care and horticulture. The college achieved centre of vocational excellence (CoVE) status for agriculture in 2001 and equine in 2002. Residential accommodation is provided, with priority given to students needing to do early morning duties or to those aged below 18. The college runs a significant programme of higher education (HE) courses. Approximately 1,040 students are recruited to higher national diploma (HND), higher national certificate (HNC) and foundation courses and honours degrees in subjects related to agriculture, animal science, sport, wildlife and conservation, equine studies, design and heritage management. Courses are validated by Edexcel, the University of Huddersfield and the University of Hull. The college was severely affected by the restrictions imposed following the outbreak of foot and mouth disease in 2001.

In 2002/03, there were 2,389 further education (FE) students enrolled on 5,184 courses. Of these, 30% were on full-time programmes, mostly for a full year or more. Approximately 27% of all students were aged 16 to 18. Some 94% of part-time students were aged over 19. Some 41% of students were male. In 2002/03, less than 1% of students declared themselves to be from minority ethnic groups. In February 2004, 850 full-time and 814 part-time students were enrolled on FE courses and 222 on work-based learning programmes.

How effective is the college?



Inspectors judged provision to be good in agriculture and agricultural engineering, equine, art and design, sport travel and public services and foundation. Work-based learning in agriculture and agricultural engineering is satisfactory. Provision in animal care is satisfactory. Whilst overall provision in horticulture, floristry and countryside is satisfactory, work-based learning in this area is unsatisfactory. The overall standard of teaching and learning is higher than the average for land-based provision. Retention and pass rates are good for adults and young people at level 1, but pass rates are below average for young people at levels 2 and 3. Leadership and management are good. There is effective leadership and governance and prudent financial management.

Key strengths

- good teaching and learning

- high retention and pass rates on level 1 courses
- wide range of opportunities for foundation level students
- good specialist resources used well for practical skills development in most areas
- very good use of the farm and estate in teaching and learning
- good progression to FE and HE and employment
- effective links with employers and industry
- very good support for students
- good initial advice and guidance
- strong governance
- prudent financial management
- comprehensive and rigorous self-assessment.

What should be improved

- pass rates on courses at level 2 and 3 for students aged 16 to 18
- pass rates in key skills for full-time students

- use of information and learning technology (ILT) to support learning in most areas

- the amount of provision at levels 1 and 2 in some areas

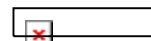
- target setting and progress monitoring for work-based learners and some college-based students

- co-ordination and management of numeracy, literacy and key skills learning

- promotion of equality of opportunity and diversity.

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

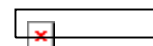


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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
Agriculture and agricultural engineering	Good. Work-based learning contributory grade: satisfactory. There are high retention and pass rates on national diploma courses, with very good pass rates in additional qualifications and attainment on the national diploma in agriculture course. Effective use is made of the high-quality resources and links with employers and industry. There is good support for students. There is weak target setting in agricultural work-based learners' reviews and learners are not always adequately prepared for assessment. There is limited full-time provision below level 3.
Animal care	Satisfactory. Full-time students are well supported by staff and pass rates are high in national vocational qualification (NVQ) level 1 and dog grooming. Progression to a range of higher-level courses and employment is good. Retention rates are low and have declined on the national diploma and pass rates on the first diploma and additional

	qualifications are below the national average. Animal care students make poor progress in developing practical husbandry skills and there is insufficient support for work-based learners.
Equine	Good. There are high pass rates on the national diploma, with good achievement of additional qualifications at levels 1 and 2, but pass rates on first diploma and level 3 additional qualifications in 2002/03 were low. There is a wide range of courses with good progression to education and to employment. Links with industry are used effectively to widen students' learning opportunities and there is good pastoral support. Practical teaching methods lack variety and there is poor target setting and monitoring of academic progress in tutorials.
Horticulture, floristry and countryside	Satisfactory. Work-based learning contributory grade: unsatisfactory. Retention and pass rates are high in part-time adult provision in horticulture and pass rates on most level 3 full-time courses are high. Effective use is made of good practical resources. There are low retention and pass rates in work-based learning and pass rates are low on most additional qualifications for full-time students. There is limited use of ILT in teaching and learning. There are no full-time level 2 courses.
Art and design	Good. Teaching and learning in art and design is well planned, with highly motivated students producing a wide range of high-quality work. There is good support for students and good opportunities for progression. ILT resources are not adequate. Part-time students lack formal opportunities to give feedback about their courses.
Sport, travel and public services	Good. Retention and pass rates are high on travel courses, but low on public services. Teaching and learning are good and students produce high standards of work. Students are very well supported by an effective tutorial system and approachable staff. Outdoor sports facilities are good, but some indoor facilities are poor and there is a limited range of courses.
Foundation	Good. Retention and pass rates are high. There is good teaching and highly effective support for students. Programme planning for Entry to Employment (E2E) learners is highly individual. There is a wide range of courses and good progression opportunities. Individual learning plans do not reflect vocational targets on full-time courses and there is a limited availability of ILT in most classrooms.

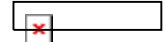
How well is the college led and managed?



Leadership and management are good. The farm and estate are very well managed and extensively used as learning resources. There are good external partnerships. Senior management has recently been restructured and improvements made to the management information system (MIS). Quality assurance is effective and incorporated into planning processes. Self-assessment is rigorous and outcomes are consistent with those reported by inspectors. Teaching and learning have been maintained at consistently high standards since the last inspection. However, the college's lesson observation scheme graded teaching significantly higher than inspectors and did not sufficiently identify areas for improvement. The majority of courses have retention and pass rates at or above national average, but pass rates for students aged 16 to 18 on courses at levels 2 and 3 are below average. Governors demonstrate exceptional commitment to the college and oversee its strategic direction and performance well. College staff and governors share a good understanding of the

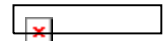
improvements in the management of key skills.

To what extent is the college educationally and socially inclusive?



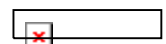
The college's response to education and social inclusion is satisfactory. The college has made steady progress in attracting more people under-represented in FE. Outreach provision is well established in rural areas of East Yorkshire and North East Lincolnshire. Large numbers of adults attend a wide range of courses. Over 500 pupils from 24 schools participate in vocational training at the college and a significant number progress to full-time courses. The proportion of people from minority ethnic backgrounds is lower than that of the local area. There is satisfactory access for people with limited mobility across most areas of the campus. The college has responded well to the requirements of the Special Education Needs and Disabilities Act (SENDA), but more slowly with the Race Relations (Amendment) Act. Policies relating to equality of opportunity have been revised and meet legislative requirements. There are comprehensive plans to improve access to key parts of the campus over the next two years. The development plan sets realistic actions. A schedule for monitoring and reviewing equal opportunities and diversity has performance indicators for staff and students which are monitored.

How well are students and trainees guided and supported?



The college provides good guidance and support. Pre-entry guidance and support are good. The college has established good links with local schools, community and employer organisations and provides impartial advice and information for potential students. When students receive additional support, it is of a high standard and enables them to achieve their learning goals. However, students who decline additional support do less well. The four-week induction programme is effective and allows students to settle in and understand their rights and responsibilities as well as the demands of the course. Tutors regularly see students on a one-to-one basis and occasionally in tutor groups. There are well-defined procedures for monitoring students' progress and for informing parents and employers of progress. However, there are inconsistencies in tutorials and linking progress reviews to individual learning plans on a minority of courses. There are effective procedures to ensure that most work-based learners are adequately supported. Residential students are very well supported, although some accommodation is old and in need of modernisation. There is a good guidance and welfare team who provide discreet and effective support. The partnership with the local connexions service is effective and good impartial careers guidance is provided by both connexions staff and the college careers advisors.

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

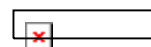
- friendly atmosphere

- the environment and location
- good practical resources and library facilities
- supportive staff
- good and interesting courses
- the college's good reputation.

What they feel could be improved

- the variety of teaching
- some computer facilities
- communication from staff about timetable changes
- scheduling of assignments on some courses
- price and quality of food.

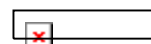
Other information



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

The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

Part B: The college as a whole



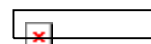
Summary of grades awarded to teaching and learning by inspectors

Aspect and learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	66	28	6
19+ and WBL*	69	29	2
Learning 16-18	69	27	4
19+ and WBL*	76	24	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 range of full-time and part-time courses in land-based subjects, sport, travel and public services and art and design. Work-based learning is provided in land-based occupations and E2E. Most types of vocational courses are offered, including foundation programmes, NVQs, first and national diplomas, advanced vocational certificates of education (AVCEs) and national certificates. The college also provides advanced subsidiary-level (AS-level) and general certificate of education (GCE) A2 courses in art and design and courses leading to professional qualifications including those of the Royal Horticultural Society (RHS) and the British Horse Society (BHS). Short courses leading to technical certificates are provided in some subjects including pesticide application and the use of chainsaws. Most full-time students take professional and short courses and technical certificates as additional qualifications.

2. Overall retention rates during the last four years have been around the national average for specialist land-based colleges. Although in each year remaining above the national average, the declining retention rates of adults at levels 2 and 3 have been arrested and 2003 rates show a significant improvement. Up until 2003, retention rates were generally better for students aged 16 to 18 than for adults, but are now similar at levels 1 and 2, whilst adult retention rates remain lower at level 3. At level 1, however, the retention rate for students aged 16 to 18 fell to below the national

average in 2001/02 before recovering to above average in 2003. In 2001, the college faced severe difficulties as a result of restrictions put in place as a result of the foot and mouth disease epidemic, which had an adverse effect on retention and pass rates. Some students were unable to attend the college for long periods or gain access to farm-based resources for up to 12 months. Overall, pass rates of adult students are above the national average, although at level 3 declined to just above average in 2003. For students aged 16 to 18, pass rates have remained below the national average at levels 2 and 3 for the past four years.

16 to 18 year olds

3. Level 1 students make up some 32% of enrolments of this age group. The number of students studying at this level has continued to increase over the last three years. Many enter the college with low levels of prior achievement and a range of learning difficulties. The college provides very good personal and learning support on the wide range of foundation level programmes run within the supported learning department and across the college. Overall, retention rates at level 1 are around the national average and increased to above average in 2003. Pass rates are consistently above the national average. Students on foundation courses develop a good range of personal and vocational skills including increased confidence and communication, and social responsibility and respect for others. They integrate well with the rest of the college community. Pass rates are high on NVQ level 1 in animal care and equine studies and students develop a good level of skill. Many sports students take level 1 awards as additional qualifications. These do not always challenge students sufficiently and pass rates are low on all except the community sports leaders' award.

4. There is a lower proportion of students on level 2 courses, reflecting the shortage of provision at this level in some areas. Most students make satisfactory progress in developing knowledge and skills, although this does not always lead to achievement of qualifications. Although retention rates overall are above the national average, pass rates have been consistently below average. Whilst retention rates are generally high, pass rates are low on full-time first diploma courses in animal care, equine and public services. Many students take additional courses at level 2 to further develop their practical skills. Pass rates are good in equine studies, where students develop good riding and horse knowledge skills. In countryside studies, the pass rate for the certificate in chainsaw competence has declined to below average. There have been very low pass rates in the tour operators' certificate for travel students.

5. The proportion of enrolments on level 3 courses is the highest, at 43%. Retention rates had been around average for several years and increased to well above average in 2003. Overall, pass rates remain well below the national average. Pass rates on national diplomas and additional qualifications in agriculture and agricultural engineering are very high. Students develop very good practical and employment skills. Agriculture students gain a good appreciation of farm business management. Second-year animal care and agriculture students are not given sufficient responsibility to develop their supervisory skills through routine practical duties. In art and design, pass rates for national diploma and general certificate of secondary education advanced level (GCE A-level) courses are high. Students develop good specialist skills in three-dimensional (3D) design, textiles and botanical illustration. Pass rates have declined on the national diplomas in animal care, floristry and public services. In animal care, some national diploma students do not learn elementary animal handling skills until a late stage in the course. There are low pass rates on many additional qualifications at level 3 in horticulture.

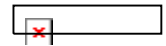
Adult learners

6. In 2003/04, approximately 62% of all students are adults, with approximately 35% of enrolments at level 1, 25% at level 2 and 19% at level 3, with the rest on other programmes. In art and design and horticulture, countryside and floristry the majority of students are adults. Retention rates have been consistently above the national average at all levels and college data indicate they improved to well above average in 2003. At level 2, this was over 90%. Pass rates have been above average at all levels in most years. The pass rates declined to just above average at level 3 in 2003. On short courses, pass rates have been around the national average in most years. There are good pass rates on some externally examined courses in horticulture, but poor pass rates in NVQ floristry. Traditionally, many adults study part-time land-based courses to gain skills and for interest, but do

not sit the examination.

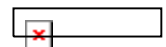
7. Many students on national diploma courses and following associated additional qualifications are aged over 19. They develop the same level of practical and employment skills as younger students. There are a significant number of adults with learning difficulties and disabilities on part-time foundation programmes. They develop a good range of interpersonal and vocational skills. Increased confidence leads many to progress to other courses at the college. On part-time courses primarily for adults, students are well motivated and achieve a high level of practical skills and a thorough understanding of the subject. In art and design, adults are encouraged to experiment with new ideas and processes. Many develop good craft skill and produce high quality botanical illustrations. Students on floristry courses develop self-appraisal and peer-appraisal skills when evaluating their floral designs. Adult dog grooming students quickly develop good skills in the use of clipping tools and achieve a high standard of practical competence.

Work-based learning



8. There are significant numbers of learners on foundation and advanced modern apprenticeships in agriculture and agricultural service engineering which represent approximately 50% of learners in this area. There are smaller numbers in amenity horticulture, floristry, gamekeeping, animal care and equine. In addition, there are 44 learners on E2E. Retention and pass rates of apprenticeship frameworks have varied significantly between programmes. In agriculture and service engineering, framework completion rates have remained at between 50% and 60% which is satisfactory. Most learners who remain on the programme achieve all the requirements of the framework. Framework completion rates are similar in equine and floristry, but are low in animal care at around 38%. In gamekeeping, where learners are only required to complete the NVQ, pass rates are satisfactory at around 58%. In amenity horticulture, retention rates have been around 50% for the past three years, but no apprentices have achieved the requirements of the framework. Most learners achieve a good level of practical competence and have access to good resources both at the college and in high-quality work placements. They are well supported by their employers and most have regular off-the-job training at the college. Workplace assessment and progress reviews are satisfactory in most areas, but insufficiently frequent in animal care.

Quality of education and training



9. Teaching was graded by inspectors in 132 lessons, learning in 131 lessons and attainment in 130. Teaching was good or better in 67% of these, satisfactory in 28% and less than satisfactory in 5%; similar proportions to the previous inspection. Learning was good or better in 71% of lesson and less than satisfactory in only 3%. Attendance was similar to the national average for land-based provision in 2002/03, at 85%. This varied from 95% in agriculture and agricultural engineering, to 76% in sports, travel and public services. All other areas were around the average.

10. Overall a higher proportion of lessons were judged to be good or better than the national average of 55% for land-based provision in 2002/03. A lower proportion of lessons was unsatisfactory compared with the national average of 11%. Lessons which combine practical and theory elements and practical lessons were most effective, with all the outstanding teaching being in practical classes. In most areas, good use is made of the college's extensive practical resources to enhance learning. In agriculture, particularly good use was made of the CoVE-funded rural enterprise centre to develop farm management skills using college farm records and information. Design students converted scale models into full-sized metal chairs which they then upholstered.

Whilst practical dog grooming teaching was outstanding, practical animal care teaching was often weak. In lessons where teaching is only satisfactory, classroom management is often weak and students are not sufficiently involved in the lessons.

11. The amount of good teaching is similar for younger students and work-based learners attending off-the-job learning. In foundation, full account is taken of individual learning needs. Young students in a foundation agriculture lesson demonstrated high levels of independence and confidence in the examination of lambs. Most of the unsatisfactory teaching is for students aged 16 to 18 and much of it is in key skills. In key skills application of number in horticulture, the topic was not sufficiently related to the students' horticultural experience and they quickly lost interest. In application of number for travel and tourism, students became confused about the use of formulae.

12. The quality of teaching, learning and attainment is weakest for level 2 students. Only 50% of lessons were judged to be good or better and 8% were less than satisfactory. In agriculture for foundation modern apprentices, students weighed lambs efficiently, but opportunities to link this to a wider understanding of sheep husbandry were not developed. In a level 2 gamekeeping lesson, students' understanding was not sufficiently checked as the lesson progressed.

13. Adults are often taught well, but their attainment is good or better in only 52% of lessons, which is lower than for younger students and work-based learners. In the best lessons, adults work well to develop a high level of skill. In an exercise and fitness lesson, adults demonstrated outstanding skills in planning and leading fitness sessions. In art and design, older people carry out progressive work in painting techniques and experiment fully with new ideas and processes. The attainment for adults is satisfactory or less in many horticulture classes. Many are not sufficiently challenged to develop their skills and understanding in lessons. In a horticulture class for an additional qualification, second-year students had not had experience of planting trees at a very late stage in the course.

14. Full-time and part-time teachers teach the same proportion of good or better lessons, although most of the outstanding teaching is by part-time teachers. A higher proportion of unsatisfactory lessons are taught by full-time teachers. Part-time teachers generally use their industrial experience to good effect to enliven lessons and generate enthusiasm. In dog grooming, students used grooming equipment to a very high standard only four weeks after starting the course. In practical fencing conducted in poor weather conditions, gamekeeping students were encouraged and motivated to work well as a team to erect a length of post and rail fencing to a good standard.

15. There are sufficient, well-qualified staff who have good industrial experience which they use effectively in their teaching. Some have received little recent technical updating although staff in agriculture are closely involved with the farm, and research and development initiatives. Approximately three quarters of teaching staff hold a teaching qualification, which meets the college's target for this year. A comprehensive programme of staff development is closely linked to college objectives, training needs identified through appraisals and curriculum operating plans. A weekly programme covers topics such as engaging and motivating students, equal opportunities, literacy and numeracy and key skills. Three additional staff development weeks are arranged each year. A comprehensive range of qualifications is available including teacher training, key skills practitioners' awards, management development and information technology (IT). Participation in these is good. Staff training is well managed and routinely evaluated.

16. The college is located on a large estate. Specialist teaching areas situated at the heart of the campus include a well-run commercial farm with intensive pig, beef, sheep and dairy production. The large arable farm is well managed with effective demonstration of environmental best practice and precision farming. Significant investment has been made in new laboratories, floristry and animal care facilities. In animal care, the very good range of animals is not used effectively in teaching and learning. Although adequate, some parts of the equine unit are reaching the end of their working life. Horticulture facilities are good, with modern glasshouses also used as a teaching area. In all areas, there is a good range of equipment and tools which are well maintained. Extensive use is made of the grounds to demonstrate horticultural and conservation practices and for students to gain experience. Resources and staffing at out centres are good and are complemented by good resources available on local farms. Work-based learners benefit from the very good resources of their employers.

17. The college has a programme to raise the standard of classrooms. Improved areas include good seating, lighting and improved provision of ILT, although many remain below this standard. There are good outdoor sports and recreation areas, although the indoor sports facilities are poor. The learning resource centre is adequate, with appropriate opening hours and staffing levels. There are sufficient quiet working areas. The college has identified the need to improve the centre to meet future learning needs. There is a good ILT strategy, although implementation of this varies. Most computers are up to date with current software. In art and design, however, there are insufficient computers and inappropriate software. The overall number of computers is adequate, but there are difficulties with access at peak times. There is good, but under-used, computer provision at out centres and an excellent IT bus which tours the remote areas of East Yorkshire four days a week. The campus is well managed with safe walking routes, improved lighting and good signage. Access for people with limited mobility is good in some areas. There are comprehensive plans to improve access to key areas of the campus.

18. All full-time and some part-time students undertake initial assessment to identify additional support needs. Most students who receive additional support are on or above their achievement target. Some students identified as requiring support decline this and the achievement of these is often below target. The learning support team are well qualified and provide effective support. Dyslexia support is good and valued by students. The college has improved attendance through the work of an attendance officer who liaises with staff, students and parents. Since this appointment in 2002, attendance has improved by 12% to a college average of 88%.

19. In most areas, there is satisfactory assessment planning. There are detailed guidelines for teachers and most students are well informed about assessment schedules. In animal care, there is a poor assessment of practical skills. Students' progress is generally well monitored. Minimum target grades are identified for each student and tutors monitor performance against these. Full-time students have individual learning plans which are linked to progress review, target setting and action planning. Some targets are general and lack a clear focus on achievement. On some art and design and foundation courses, there is a lack of clear targets. Parents and employers are generally well informed of progress through regular reports. There is very good feedback to employers in public services. Although tutorials for adult part-time students are less structured, they meet their learning needs effectively.

20. Written work is generally well marked with appropriate corrections and comments to help students improve their work. Course teams have recently reviewed assessment strategies to address late submission and non-completion of assignments. Assessment in work-based learning is variable. On most programmes, processes are well defined with regular visits by assessors to check progress. However, in agriculture, there is insufficient target setting on progress reviews and not all learners are adequately prepared for assessment. In animal care, there are infrequent visits, assessment and internal verification of work.

21. Internal verification is adequate in most areas. Procedures are well established and audited annually by the quality audit team. The internal verification forum discusses issues arising from audit reports and has raised awareness of procedures and practice across the college. However, in animal care work-based learning, there is poor internal verification. External verification reports are sent directly to the principal and then to the quality team for analysis and action planning. Verifiers' comments are action planned and thoroughly monitored for progress.

22. The college has been responsive to the changing needs of the land-based and rural sectors over many years and has broadened the curriculum accordingly. Current marketing looks more closely into the needs and benefits of new course provision. In most curriculum areas, there are good progression opportunities. These include full-time, part-time and work-based routes. At foundation level, there is a good range of courses including E2E, supported learning for those with learning difficulties and/or disabilities and vocational courses in land-based subjects. There are a lack of full-time options at levels 1 and 2 in agriculture, horticulture, art and design and sports, travel and public services. In most areas, a good range of additional qualifications designed to add to students' employability or progression is available. There are many progression routes into HE.

23. The college caters well for people living in the remote rural areas of East Yorkshire and North

East Lincolnshire and the urban areas of Hull. There is a comprehensive network of transport linking with local railway stations and transport hubs. Residential accommodation enables the college to attract students from a wide geographical area. A high street learning centre in Driffield is shared with another college. The out centres are located close to transport links with additional transport made available in North Lincolnshire. The IT bus visits East Yorkshire villages and attracts adult students on to IT courses. There are strong employer links in most curriculum areas. Employers are generally complimentary about the college and the employment readiness and aptitude of students. Some employers comment on insufficient communication, a lack of involvement in course planning and evaluation and for those involved with work-based learning, a lack of co-ordination between on-the-job and college activities.

24. Students benefit from a wide range of enrichment activities. In most curriculum areas, these include highly relevant industrial visits, field trips and study tours. Equine students are extensively involved with organising events throughout the year. Residential staff organise a programme of cultural visits to theatres and other venues in the locality. A well-established sporting programme includes fixtures with local colleges and universities and other land-based colleges. The college employs a sports officer who promotes healthy lifestyle activities amongst students. There are few non-sport opportunities, however. Spiritual support is available from a Church of England chaplain. The college has identified the need to cater for other religions.

25. There is a long-established partnership with the 18 schools across East Yorkshire and 6 in Hull. Through this partnership, 548 Key Stage 4 pupils representing a wide range of ability levels attend courses in agriculture, engineering, horticulture, construction, animal care and travel. These courses are also offered at out centres. Some of this activity is part of the Increasing Flexibility (IF) programme and builds on previous good practice. Teaching and learning are good and students develop confidence in performing a range of skills. A significant number take general certificates of secondary education (GCSEs) and general national vocational qualifications (GNVQs). There are clear progression routes for these pupils and many progress on to college courses after leaving school.

26. Key skills pass rates are poor. In 2002/03, 818 awards at levels 1 and 2 in application of number, communications and IT were started by students aged 16 to 18. Only 114 awards were achieved, an overall pass rate of 14%. This was a result of poor attendance and pass rates on external tests and a low rate of portfolio completion. A thorough analysis was carried out to identify courses with poor achievement. A wide range of measures were put in place in 2003/04 to address this. Increased emphasis has been placed on students providing evidence for exemptions and proxy awards. Key skills are timetabled and tutors work to a scheme of work developed by a cross-college key skills co-ordinator. Each section has a key skills representative to support vocational tutors teaching key skills. Attendance at key skills classes is rigorously monitored. Course managers are responsible for monitoring students' portfolios. Vocational assignments are required to include key skills where possible and are internally verified to ensure they meet key skills criteria. The awarding body has been changed to one which provides more frequent external testing and portfolio moderation opportunities. Attendance and pass rates for the first series of external tests this year, however, were still low.

27. Pre-entry guidance and support for students are good. Marketing materials are attractive and use positive images to promote equality and diversity. They describe different options such as full-time and work-based routes with equal status. An attractive CD-ROM uses staff and student interviews to describe the benefits of attending college. There is also an excellent, informative website. Good links have been established with local schools, community groups and employers. Open days, evening events, school advice sessions and parents' evenings are well organised to enhance student choice. Secondary school students visit the college as part of subject programmes and shadowing visits. There is a large range of outreach programmes which extend the college's community involvement.

28. Guidance and support for students are good for both young people and adults. The four-week induction programme enables students to settle into programmes of study quickly and understand their rights and responsibilities and the demands of the course. Tutors see students regularly individually and occasionally in groups. Procedures for monitoring student progress are good.

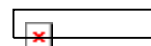
Students designated at risk are closely monitored and receive extra support. When students receive additional support, it is of a high standard and enables them to achieve their learning goals. However, students who decline additional support do less well. Student progress is on the agenda at course team and course managers' meetings which alerts managers to any issues. There are procedures to ensure that work-based learners are adequately supported. In the best cases, for example in agriculture, there are regular visits by tutors to work placements where progress is assessed and support provided to students and employers. In animal care, however, visits are insufficiently frequent to provide adequate support.

29. Residential students are very well supported. The college has approximately 320 residential students of which 180 are aged 16 to 18. Residential students are allocated a warden who is responsible for welfare and general accommodation issues. Some accommodation is old and in need of modernisation. New accommodation is good and more spacious. There is a recreational programme organised for students including a wide variety of sports and social activities.

30. There is a good guidance and welfare team who provide discreet and effective support for students. Financial and welfare advice is readily available and is well used and highly valued by students. Good links with external agencies have been established to provide wider welfare and counselling support. The college is aware of those students in public care and works closely with social welfare officers and schools to enable a comprehensive understanding of these students' needs which may affect their learning. Child protection policies and procedures are in place and have been agreed with the Child Protection Agency.

31. Students have good access to specialist careers advice. The partnership with the local Connexions service is effective and good impartial careers guidance is provided by both Connexions staff and the college careers advisors.

Leadership and management



32. Leadership and management are good. The mission of the college to ensure high-quality learning and skills development in a supportive and stimulating environment primarily in a rural context is widely understood. Staff and governors share this common aim. The mission is regularly reviewed within the planning cycle. The recently appointed principal and restructured senior and middle management teams demonstrate strong leadership. The college's strategic three-year plan is thorough and meets LSC requirements. This is supplemented by a one-year operational plan for 2003/04. These two plans contain appropriate targets and set a clear strategic direction for the FE provision. However, they have yet to impact on pass rates for students aged 16 to 18 on courses at level 2 and 3 that are currently below national averages.

33. The management, monitoring and reporting structures are clear and well understood by staff. The FE board, a committee of the academic board, oversees the quality of FE provision. Each curriculum area has an annual course review and a board of examiners. Minutes and reports from these meetings are received by the FE board. Course teams meet regularly. Quality assurance procedures are clearly laid out in the quality assurance handbook. Communications have improved in 2003/04 and are assisted by a recently introduced monthly newsletter. Managers, up to and including the principal, are accessible. Management at course level is good in most areas. The revised organisational structure is effective. Senior and middle managers have a clear understanding of their roles and responsibilities. However, strategic planning for key skills, literacy, numeracy, study skills and additional support lacks co-ordination, clarity and clear lines of communication. There have been improvements in the initial assessment of students in 2003/04, but the uptake of support remains inconsistent.

34. The arrangements for quality assurance and self-assessment are well developed and clearly documented. Procedures in place include the annual monitoring and review of courses, attention to

external verifier reports and the collection and use of student and staff opinion. Course teams are encouraged to use management information and they receive individual course reports. The recently introduced operational plans clearly address identified weakness, but target setting for improvement at course level is inconsistent. Teaching and support staff contribute to the self-assessment report. Course team reviews feed into the curriculum area annual reviews that are then consolidated into the college self-assessment report. The resulting self-assessment report is realistic and self-assessment grades for the curriculum areas show a high degree of consistency with those reported by inspectors. A lesson observation scheme linked to staff development has been in place for some time. The outcomes of observations are analysed by the quality assurance manager and reported to curriculum managers. However, the scheme is insufficiently rigorous. The grades given in the college's scheme are significantly higher than those awarded by inspectors.

35. The college operates an appraisal scheme for full-time and part-time staff that has a strong developmental focus. The director of teaching and learning receives staff development plans resulting from appraisal and produces a whole college report. Identified training needs can be both personal and organisational. Continuing professional development has a high profile and is well supported and valued by staff. The college staff development programme is available to both full-time and part-time staff and shows that the majority of the budget supports professional updating and study for additional qualifications. The college's operational plan contains targets for staff to gain teaching qualifications and the college has achieved its 2003/04 target that 71% of full-time staff should hold a teaching qualification.

36. Governors are well informed and have appropriate oversight of the strategic direction of the college. Corporation members demonstrate outstanding commitment to the college, work well together and several have a very good understanding of financial matters. The governor link programme enables governors to gain first-hand knowledge of individual curriculum areas. Governors are knowledgeable about the key issues facing the college and have undertaken training to improve their performance. Their monitoring of the college's strategic and operational plans is good. However, monitoring of the board's performance is underdeveloped. The board receives reports from the academic board and a range of committees. The composition of the board and committees is currently under review.

37. The college has a wide range of collaborative arrangements with partners locally, regionally and nationally. There are strong links with local employers representing all areas of provision, schools and local colleges. The two CoVEs in equine studies and agriculture support partnerships at international, national and regional levels. The college is locating itself in the community as a partner rather than a competitor, with shared aims of raising aspirations and increasing participation. For example, the college has been successful in widening participation by significantly increasing the number of students studying level 1 courses. The college currently provides courses for over 500 school pupils and aims to increase this number in the current year. The college is also fully involved in many community projects. The IT bus for adults in the community is used effectively to enable access to many who wish to return to study, but cannot easily attend the college.

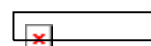
38. The promotion of equality and diversity is satisfactory. The college has developed a comprehensive policy on equal opportunities and diversity that has recently been reviewed and updated. Its implementation is reviewed annually and a report is produced for governors. Good progress is being made in implementing the SENDA 2001; however, the equality and diversity operational plan does not fully address the Race Relations (Amendment) Act 2000. The equality and diversity committee has a clear remit to monitor all aspects of equality and diversity. The staff development programme includes sessions on managing diversity attended by both full-time and part-time staff. Issues of equality and diversity have been addressed in some areas of the college, for example, marketing. Equal opportunities are insufficiently promoted throughout the curriculum. There is a satisfactory awareness of equality and diversity matters by staff and students. There are effective arrangements to deal with complaints and all forms of harassment.

39. MIS are satisfactory. In 2003, new staff and systems were put in place to improve the accuracy of data and funding relating to students. Timely, reliable information is now supplied to assist managers and course leaders in monitoring enrolments, attendance, retention and pass rates. MIS reports are issued to support the self-assessment process and course target setting. Returns to the

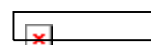
LSC are on time and staff have access to MIS software and training in its use. Staff and governors report increased confidence in the accuracy and presentation of college produced reports.

40. Financial management is good. The college farm and estate are very well managed and extensively used as a learning resource. There has been significant capital investment by the college in buildings and equipment, for example, a childcare facility and science centre. The college devolves budgets to curriculum and support service managers. Budget allocation is an open process and each curriculum area or service operates as a cost centre. Managers receive regular monitoring reports to enable them to manage their budgets effectively. Given that average class sizes are slightly higher than the average for specialist land-based colleges and pass rates for the majority of students are generally at or above national averages, the college provides good value for money.

Part C: Curriculum and occupational areas



Agriculture and agricultural engineering



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

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

Strengths

- high retention and pass rates on national diploma courses
- very good achievement of additional qualifications on agriculture courses
- good attainment on national diploma in agriculture course
- effective use of high-quality resources
- strong and effective links with employers and industry
- good support for full-time students and work-based learners.

Weaknesses

- weak target setting in agricultural work-based learner reviews

- insufficient preparation of work-based learners for NVQ assessment

- insufficient full-time provision below level 3.

Scope of provision

41. Full-time courses in agriculture include a national certificate, a national diploma and an advanced national certificate. There are 71 students on these courses, 30 of whom are aged 16 to 18. Full-time courses in agricultural engineering comprise a national diploma in mechanical engineering with 20 students, of whom 15 are aged 16 to 18. A supported learning course is offered across the land-based sector at entry and foundation levels, together with NVQ level 1 through E2E. A wide range of part-time and short courses are offered in both agriculture and agricultural engineering including evening and weekend classes. There are 130 students on these courses, 101 of whom are adults. Foundation and advanced modern apprenticeships are provided in agriculture and service engineering, with a total of 101 students enrolled. Progression is available into HE in agriculture at the college. There are 131 students aged 14 to 16 attending one day a week. The college was successful in a bid for CoVE status in agriculture as a pathfinder college in 2001.

Achievement and standards

42. There are high retention and pass rates on the national diploma courses in agriculture and engineering. Students on the national diploma in agriculture achieve a very wide range of additional qualifications. Progression into related employment or continuing education is good on all courses, in particular into agricultural employment or HE from the national diploma in agriculture. Retention and pass rates have been high on the national certificate in agriculture, although they declined in 2002/03. There are high retention and pass rates on the wide range of short courses. Students on both years of the national diploma in agriculture show high levels of attainment in both theory and practical work. Achievements of the full framework for foundation and advanced modern apprentices are satisfactory, at around 50% of all starters. Achievement of the foundation modern apprenticeship and the NVQ level 2 in agriculture is lowered in part by students progressing to the national diploma in agriculture before completing their learning agreement. Attendance in lessons is extremely high.

A sample of retention and pass rates in agriculture and agricultural engineering, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
National certificate in agriculture	2	No. of starts	8	7	7
		% retention	100	100	71
		% pass rate	100	100	80
Farm welding and repair	2	No. of starts	42	34	32
		% retention	93	88	81
		% pass rate	79	87	88

NVQ agriculture (2 years)	2	No. of starts	43	28	27
		% retention	67	68	70
		% pass rate	76	74	89
National diploma in engineering	3	No. of starts	11	11	14
		% retention	73	64	71
		% pass rate	100	86	90
National diploma in agriculture	3	No. of starts	31	33	28
		% retention	90	91	100
		% pass rate	89	97	96

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

Quality of education and training

43. Most teaching and learning is good. On full-time courses it is better in agriculture than in engineering. Lesson plans clearly identify individual needs and learning styles. Teachers bring a high degree of industrial reality to their teaching by drawing on their own experience and relating it to both the college farm and students practical experiences. There is effective use of a wide range of ILT in teaching, making good use of buildings and equipment procured through CoVE funding. Students on the second year of the national diploma in agriculture course make good use of management block weeks. This structured two-week period allows the students to undertake in-depth project work. This is based in the rural enterprise centre allowing good access to computers and enabling a very high level of staff support to be available. All students receive at least one individual guidance session each day and a further member of staff is always available to provide support. The farm is used effectively to enhance students' practical experience through well-organised routine duties, although second-year students do not gain sufficient supervisory experience. In a few cases, lessons are less effective due to weak classroom management.

44. Staff are well qualified and experienced. Although many have not worked in the industry recently they are kept up to date technically by close involvement in the commercial running of the farm and activities such as the Department of the Environment, Food and Rural Affairs (DEFRA) Forward Farming Project and initiatives arising from the CoVE. The farm is very well equipped, reflecting modern commercial practice and is used very effectively as a learning resource. The facilities at the Broughton centre are of a similar high standard and effectively support work-based learners and part-time students in that area. Resources on employers premises used for work-based learners are also good and used to enhance the training on modern apprenticeships. Some of the workshop equipment at the college is now old and out of date.

45. Assessment in work-based learning is satisfactory. Engineering progress reviews set specific targets that are recorded and monitored at the following review. All evidence that students have produced is carefully examined and assessed for the relevant units. Agriculture reviews are weaker and do not set targets or always relate work done to the assessment or qualification. In some agriculture assessments, the students are not adequately prepared. In one NVQ assessment, a student had not been provided with sufficient underpinning knowledge and in another the student had not been taught how to turn a ewe over before being assessed on it. There is a comprehensive internal verification system for assignment work on full-time courses, however, there is no direct observation of assessors by the internal verifier on engineering NVQs. On full-time courses, good use is made of assessment to monitor students' progress and set targets for improvement. On agriculture courses, assessment is well planned; however, in engineering, students are not aware in advance of the timing of all assessments and there is an uneven workload.

46. There is good provision at level 3 for both full-time students and advanced modern apprentices. However, there is no full-time provision in engineering at level 2 and no discrete full-time provision at level 1 in either agriculture or engineering to provide a progression route from the foundation and

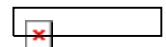
some of the school-links courses. Full-time students and work-based learners have access to a wide range of additional qualifications that have a high take up rate. There is a good range of short courses for industry which have been enhanced through developments arising from the CoVE. Work-based learning in engineering is well accepted by industry. There has been a good uptake of courses for pupils aged 14 to 16, particularly in engineering, developed in conjunction with local schools.

47. Pre-college advice and guidance are good. There is comprehensive initial assessment including aspects of vocational competence. For example, students are required to pass a tractor driving test before being allowed to drive tractors on the college campus. Full-time students receive good tutorial and personal support through a minimum of two individual tutorials a term. These involve good use of student self-assessment in preparation for each meeting. There is a thorough review of progress against targets set in the previous tutorial, the overall individual learning plan and predicted grades. A new set of actions is agreed for achievement by the next tutorial. Staff have an excellent rapport with, and knowledge of, their tutees. Learning support is offered to all students identified as having a need, but the uptake is poor in some cases. Work-based learners receive good additional support including one case where a dyslexic student who only attends college one day a week e-mails his job sheets to the tutor for correction prior to submission for assessment. Little pastoral support is offered to work-based learners during reviews.

Leadership and management

48. Leadership and management are good. Section managers set a clear direction. There is a comprehensive and effective system of course review and evaluation incorporating input from the whole teaching team, student representatives and employers. Good use is made of reliable data to set and monitor realistic targets. Individual course reviews contribute to the curriculum self-assessment report which is self-critical and accurate. Lesson observations were, however, graded higher than those observed by inspectors. The development plan resulting from self-assessment has already led to improvements. Internal verification in engineering level 2 was identified as a weakness and improvements made. The governors are active in strategic planning and monitoring the educational use of the college farm through the farm sub-committee. There are effective links with employers and industry that have been strengthened by the CoVE and the Forward Farming Project to improve communication between farmers. There is little reinforcement of equal opportunities in teaching or in work-based learning reviews. Some inappropriate images are displayed in workplaces.

Animal care



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

Strengths

- high pass rates on NVQ level 1

- good progression to continuing education and employment

- very good dog grooming provision

- good tutorial support for college-based students.

Weaknesses

- low and declining retention rates on the national diploma
- low pass rates on first diploma and additional qualifications
- inadequate practical skills development in animal care
- inadequate support for work-based learners.

Scope of provision

49. Courses include NVQ level 1 in animal care, first and national diplomas, a national award and an introductory course in dog grooming. Of the 152 full-time students, 142 are aged 16 to 18. There are 33 students attending part-time courses, of whom 26 are adults. There are 13 foundation modern apprentices. Up until 2002, first diploma students took the small animal care level 1 as an additional qualification, but in 2002/03 this changed to the care of exotics at level 1. National diploma students take the level 2 certificate in animal care in addition to their main qualification. Students can progress to a HNC, foundation degree or Bachelor of Science (BSc) degree in animal behaviour and training.

Achievement and standards

50. Retention and pass rates are high on the introduction to dog grooming course. Pass rates are high and well above the national average on NVQ level 1 in animal care. Retention rates on the national diploma have declined to below the national average over the past three years, whilst on the first diploma pass rates have been low for two of the last three years. Pass rates for additional qualifications are also low. The standard of students' written work is generally good and informative projects including attractive display work are regularly carried out. There is, however, inadequate development of practical animal care skills. For example, second-year national diploma students are still closely supervised in their work and fail to move on to more responsible tasks such as helping to manage animal husbandry systems. Some have not developed elementary animal handling skills at a late stage in the course. Overall the achievement of work-based learners is satisfactory, although some make slow progress with completing their NVQ portfolios. Most modern apprentices who stay on the programme, representing approximately 50% of those who start, usually achieve the full qualification frameworks, with the remainder achieving the NVQ.

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

Qualification	Level	Completion year:	2001	2002	2003
Small animal care level	1	No. of starts	32	32	32

1 (2001/02) care of exotics (2003)		% retention	97	97	91
		% pass rate	100	74	59
Introduction to dog grooming	1	No. of starts	11	**	18
		% retention	100	**	89
		% pass rate	100	**	100
Certificate in animal care	2	No. of starts	*	*	38
		% retention	*	*	97
		% pass rate	*	*	51
First diploma in animal care	2	No. of starts	37	31	35
		% retention	89	81	80
		% pass rate	76	92	71
National diploma in animal care	3	No. of starts	35	45	57
		% retention	89	71	63
		% pass rate	94	89	100

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

* course did not run

** course did not run due to foot and mouth disease restrictions

Quality of education and training

51. Theory teaching is usually satisfactory or better, although some classes do not include sufficient practical or visual examples to enhance learning. Practical dog grooming teaching is very good and students are able to use clippers, thinning scissors and nail clippers shortly after starting their courses. Teaching of practical animal husbandry is often inadequate. Second-year national diploma students lack confidence in handling some species of animals. They are given little responsibility for day-to-day care or management of animals or boarding units. Handling skills are not developed as part of the animals' daily health checks. Large groups handle animals unnecessarily with insufficient regard to the stress caused. Tasks are often not linked to good practice in husbandry routine. For example, first diploma students disinfected animal enclosures where fresh bedding had already been placed which led to waste. Errors in cleaning or disinfection practice are not always corrected by animal unit staff. Dog walking sessions do not routinely involve students selecting appropriate equipment or linking behaviour theory lessons to exercise routines. There are insufficient records on the level of control needed and the commands dogs understand, or the experience of students. Instruction is not given on effective handling or exercise techniques. Assessment records are frequently not present at the lesson so progress is not recorded promptly and accurately.

52. Most work-based learners attend college one day a week for theory teaching but attendance is often poor. Some only attend monthly and course notes are sent to students' placements. However, employers have insufficient understanding of the qualifications or work required and there is inadequate support to help learners catch up on their work. Visits to placements by staff to carry out tutorials and assessment are infrequent and progress on portfolios is often slow.

53. There are excellent, well-designed, modern animal units. Animals include a range of small mammals, reptiles, fish and birds, as well as agricultural animals. There is a commercial boarding kennels and cattery, however, these are not always used in the most effective way for learning. There is inadequate access for students with disabilities in the grooming parlour and it lacks grills over the windows to prevent animal escapes. Teaching staff are well qualified vocationally and most have teaching qualifications. Students benefit from and respect their knowledge and industrial

experience. Not all technician staff are qualified to teach or instruct.

54. In dog grooming, practical assessment is planned well and accurately recorded. Skills checklists and an appropriate range of theory questions and assignments are used to ensure all students reach the minimum standard. In animal care practical work, students complete log books, but these are not always signed off by staff at the time. There are insufficient checks that practical work is assessed accurately or that student reports properly reflect what they have achieved. Written work on all courses is marked carefully and tutors write constructive and detailed comments. The teaching and support given to complete assignments are satisfactory. However, students do not always work independently to prepare for external examinations and pass rates on these are low. There is insufficient internal verification of practical assessment on NVQs for work-based learners.

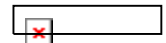
55. There is a good range of courses from level 1 to degree level. Targets are set by the college to encourage students to continue their studies. More than half the students progress to higher-level courses. From those who left on completion of their courses, half had found employment shortly after receiving their qualifications. The majority of these jobs were in the animal care industry.

56. Tutorials for college-based students are effective. They are carried out frequently. Clear targets, including the achievement of key skills assignments are set and monitored. Key skills assignments are vocationally relevant. Students are encouraged to plan their time effectively so that they can keep up to date with their work. There is good additional support for students on NVQ level 1. Teachers are attentive to their needs and break down topics into small areas to help understanding. Students make good progress and, although many have previously been unsuccessful at school, they are well motivated by the college environment. All students receive an effective and memorable induction covering health and safety and an introduction to their courses. Students in college know where to go for help and advice and are appreciative of the help they receive from staff.

Leadership and management

57. Leadership and management are satisfactory. The self-assessment report is thorough and accurate. The section head has already implemented some strategies to address weaknesses identified, however, it is too early for their effect to be evaluated. Some plans have yet to be fully implemented. There are regular staff meetings with clear action points set and monitored. Staff are well managed and communication is good with both full-time and part-time staff. There is an annual appraisal system which staff value. Induction for new staff is effective and includes three-monthly progress reviews with the section head. Support is provided from other teaching staff through a mentor system. There is an annual lesson observation system. However, the inspection identified a higher percentage of satisfactory grades than the college as well as some poor practical teaching and attainment.

Equine



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

Strengths

- high retention and pass rates on national diploma in horse management

- high pass rates on additional qualifications at levels 1 and 2

- good progression to continuing education and employment

- good and extensive links with industry

- wide range of courses

- good pastoral support.

Weaknesses

- poor pass rates on first diploma and level 3 additional qualifications in 2002/03

- insufficient challenge and variety in practical teaching

- poor target setting and monitoring in academic tutorials.

Scope of provision

58. Some 131 students are enrolled on full-time and part-time courses from foundation to level 3. There are 9 students on foundation equine skills, 13 on NVQ level 1 horse care, 16 on the first diploma in horse care and 68 on the national diploma in horse management. Eight are on the national award in horse management, which is a new course replacing the advanced national certificate. All of these are full-time courses. There are 17 work-based learners; 1 on E2E, 1 on New Deal, 1 on NVQ level 2, 12 foundation modern apprentices and 2 advanced modern apprentices. In addition, 15 students are following part-time courses leading to BHS examinations. The majority of students are aged 16 to 18.

Achievement and standards

59. Retention and pass rates on the national diploma course and for additional qualifications at stages I and II are high. In 2002/03, retention rates on first diploma and Stage III were high, but pass rates were low. Most national diploma students are entered for this qualification to help them develop their skills, even if they are unlikely to pass the examination. Achievement of key skills by full-time students in 2003 was very low. The standard of assignment work is good and most makes good use of IT to enhance presentation. All students do routine yard duties, including early morning, evening and late night duties. Most students develop a good level of practical stable management and equitation skills. A significant number of students are identified as needing additional learning support, but many do not accept it. There is a high uptake of additional qualifications, however, the

range offered is confined to BHS qualifications. Overall the achievement of work-based learners is satisfactory. All modern apprentices who stay on the programme, representing approximately 55% of those who start, achieve the full qualification framework.

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

Qualification	Level	Completion year:	2001	2002	2003
NVQ in horse care	1	No. of starts	4	13	18
		% retention	75	100	78
		% pass rate	67	83	91
Stage 1 horse knowledge and riding	1	No. of starts	44	74	50
		% retention	93	89	88
		% pass rate	88	86	93
First diploma in horse care	2	No. of starts	18	22	23
		% retention	94	64	83
		% pass rate	94	93	68
Stage 2 horse knowledge and riding	2	No. of starts	44	47	25
		% retention	91	91	88
		% pass rate	60	53	53
National diploma in horse management	3	No. of starts	28*	35*	51
		% retention	96*	66*	90
		% pass rate	81*	78*	100
Stage 3 horse knowledge and riding	3	No. of starts	19	20	22
		% retention	89	95	100
		% pass rate	29	63	29

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

* college data

Quality of education and training

60. Most teaching is good or better and is well planned. Students' individual learning styles are identified, but not always well catered for during lessons. In the best theory lessons teachers use a range of resources including white board, video and pieces of equipment to illustrate key learning points. In some lessons there is insufficient co-ordination between theory and practice. For example in one stable management lesson on splints, learning was less effective as this had not yet been covered in practical lessons. Practical teaching is well organised and conducted safely. Students arrive promptly and are dressed appropriately and smartly. Staff exercise good discipline, for example in restricting wearing of jewellery. In one lesson, a student's friend was asked to leave the arena to avoid distraction during the lesson. Most practical teaching is, however, limited to instruction by the teacher and rarely involves students in discussion, peer assessment or self-assessment. Although streamed by riding ability, students have a range of skills and experience and there is little differentiation to meet individual learning needs. Good use is made of ILT by staff teaching in the new science block. There is little incentive for most staff to incorporate the use of ILT in their lessons as many are taught in rooms without this facility.

61. There is a large equine unit with a range of resources. Riding areas are good. There is good stabling in an indoor barn, however, some external stabling, although adequate is ageing. A good

range of stable management types are demonstrated, including the use of shavings, straw, paper and rubber mat bedding and hay and haylage feeding. There is a newly installed horse walker which is used regularly and a treadmill and solarium are available for demonstration. There is a good range of horses and equipment for most purposes, however, there are too few high-standard competition horses to develop students' higher level riding skills. There are competition standard show jumps and a cross country course which are extensively used as competition venues. Students are involved in the organisation of these activities and given significant responsibilities. The college is an examination centre for a range of equine organisations and is a Riding for the Disabled (RDA) centre. Staff are vocationally well qualified and most either hold or are working towards teaching qualifications.

62. There is a wide range of assessment methods including practicals, assignments, written tests, presentations, oral questioning and stable duties. National diploma students develop good presentation, referencing and research skills. All assessments are verified before being issued and some after marking, however, the method of determining the sample is not systematic. Students have experienced difficulties in achieving the new internally verified assessment on all courses. The assignments set do not sufficiently motivate students and some tasks, including budgeting, are too complex. There is good assessment of skills and knowledge in work-based learning. Assessment is rigorously carried out by college assessors at college and in the workplace. Employers have a good understanding of the NVQ process; however, there is some poor communication of college activities to employers and insufficient use of witness testimony in assessment.

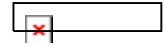
63. There is a wide range of courses and extensive links with industry, recently strengthened through activities related to the CoVE. There are clear and well-used progression routes to further study and to employment. In 2003, 82% of full-time students progressed to further courses or employment. Learning pathways are flexible, with students being transferred to more appropriate courses where necessary. Students on full-time courses find their own work experience placements, the majority of which are of a high standard. All students are contacted by phone whilst on placement and most are visited. As part of the CoVE initiative, an employer evaluation of student performance is carried out. Work placement reports are of a high standard, but there is little monitoring of students' learning and progress. There is a wide range of high-quality work placements used for work-based learners.

64. Students receive comprehensive initial assessment and good pastoral support. A riding assessment takes place at interview and students grouped according to ability. These groups are reviewed periodically and changed if necessary to aid equitation learning. This, however, means that students are not always grouped according to their academic ability. A risk register identifies students who may have problems that could affect their studies. There is good guidance to tutors on what should be covered at each tutorial, but this is not always adhered to. There is very good pastoral support and personal target setting. There is strict use of disciplinary procedures if necessary. Staff work hard to retain students, but not at the expense of the standard of the courses. Academic progress monitoring is not sufficiently rigorous and does not ensure that students hand work in on time or prioritise their work effectively. Work-based learners are visited every 8 to 10 weeks and progress reviews carried out with clear achievable targets set. The achievement of these targets is not always checked at the next visit.

Leadership and management

65. Leadership and management are good. The curriculum manager has an open and consultative management style and allows staff much autonomy in the management of courses. There is good informal communication and effective staff development. The self-assessment report was inclusive and realistic. Induction and appraisal are more effective for full-time than part-time staff. Staff development is equally available to full-time and part-time staff. CoVE funding has been used for staff training, the purchase of a mechanical horse and the organisation of an employers' equine education forum. These activities, together with the improved health and safety monitoring, have contributed significantly to developing closer industry links and improving standards of training.

Horticulture, floristry and countryside



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

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

Strengths

- good retention and pass rates on part-time adult courses in horticulture
- good pass rates on most level 3 full-time courses
- effective use made of good practical facilities.

Weaknesses

- poor retention and pass rates in work-based learning
- poor achievement of most additional qualifications
- limited use of ILT in teaching and learning
- no full-time level 2 courses.

Scope of provision

66. The college offers a range of full-time national certificate and diploma courses at level 3 in floristry, horticulture and countryside. Part-time courses lead to NVQs in floristry, landscape, amenity horticulture and gamekeeping at levels 2 and 3, the RHS general and advanced certificates; a level 1 practical gardening certificate, and short courses in environmental skills, and organic gardening. Progression opportunities are available from level 3 to HE courses at the college. Some 85% of the 627 students are aged over 19. Of these, 54% are studying courses at level 1, 24% at level 2 and 22% at level 3. There are 128 full-time students. There is a work-based learning programme for 22 foundation modern apprentices and 5 advanced modern apprentices in floristry and horticulture and 16 NVQ gamekeepers. Additional qualifications are available to full-time and part-time students, including those needed to meet legislative requirements.

Achievement and standards

67. Pass rates are high on all part-time adult programmes at levels 1 and 2. Attainment, particularly in practical work, is satisfactory on most courses. Retention rates are low on some floristry courses. There are low pass rates for most work-based learning, due in part to poor key skills achievements and low achievement of industry-specific certificates. There has been no achievement of apprenticeship frameworks in horticulture since 1999/2000. There is low NVQ achievement. Some floristry students progress directly to full-time level 3 courses before completing their level 2 NVQ. There are poor retention and pass rates in production horticulture. In gamekeeping, where students only have to achieve the NVQ, pass rates are satisfactory at around 60%. There have been recent improvements in the management of work-based learning, but this has not yet had a significant impact on achievement. Pass rates are good on most level 3 full-time programmes. Achievement of most additional learning goals is consistently low and has not significantly improved since the last inspection. Progression to further study and employment is satisfactory. Some 26% of full-time student's progress to FE or HE and 53% enter directly into employment.

A sample of retention and pass rates in horticulture, floristry and countryside, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
City and Guilds 0061 certificate and practical certificate in gardening	1	No. of starts	10	13	16
		% retention	100	92	94
		% pass rate	80	92	100
Certificate of chainsaw competence	2	No. of starts	20	29	28
		% retention	100	100	61
		% pass rate	80	95	71
NVQ in amenity horticulture (all options)	2	No. of starts	17	8	16
		% retention	59	75	**
		% pass rate	85	83	**
General examination in horticulture	2	No. of starts	36	28	55
		% retention	69	78	87
		% pass rate	76	64	73
NVQ in floristry	2/3	No. of starts	44	15	7
		% retention	79	40	71
		% pass rate	77	83	0
National diploma in floristry	3	No. of starts	*	10	40
		% retention	*	100	68
		% pass rate	*	100	70
National diploma in horticulture	3	No. of starts	10	5	5
		% retention	60	60	100
		% pass rate	100	100	100

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

* course did not run

** data unreliable

Quality of education and training

68. Most teaching and learning is good or satisfactory for both young people and adults. There is some unsatisfactory teaching in key skills and practical horticulture on full-time level 3 courses. In one key skills lesson few links were made between vocational work and key skills and students fail to see their relevance. There is good teaching in floristry and on adult provision at levels 1 and 2 in horticulture. Teachers effectively combine theory and practice. Assessment is used well to enhance learning, including well-managed self-appraisal and group appraisal of finished floral work. Part-time staff bring good commercial reality to their teaching. Floral items are costed on a commercial basis providing good links to key skills. There is little use of ILT in most teaching. In a science lesson, effective use was made of an interactive digital whiteboard to review the outcomes of the session. Lessons that include a wider variety of teaching strategies and make effective use of the practical facilities at the college result in improved learning and attainment. Teachers do not always take account of individual learning styles.

69. Effective use is made of good practical facilities. There is a good range of plants on the college estate and a well-developed walled garden. This provides a valuable resource for plant identification and practical work. Students work on individual plots in the nursery unit and take responsibility for, and pride in, this. Classrooms used for horticulture and countryside courses are generally of good quality. However, there is no direct access to ILT and support staff. Most staff are suitably qualified with good industrial experience. Some less experienced and part-time teachers in floristry use less effective teaching and learning strategies. Two have not received an internal lesson observation in over 12 months in post. Some small machinery used by horticulture and countryside is out of date. There is a sufficient range of hand tools. Workplace assessments have recently started on the modern apprenticeships in floristry and horticulture, but have yet to make an impact on learning. The floristry shop is well managed by a full-time technician and provides a valuable teaching resource as well as supplying materials to support teaching and for external functions. The member of staff from the shop also provides technician support for floristry.

70. The majority of written work on full-time courses is marked promptly with good written and verbal feedback. Good assessment practice is shared during meetings and standard setting days. Assessment is used effectively in floristry to enhance learning with finished floral displays used for group and self-evaluation. Assessment of NVQs is generally satisfactory. Evidence includes photographs, job sheets, workbooks and witness testimonies. However, evidence from work activities is not sufficiently used. Some evidence is not signed off in portfolios. Feedback given by assessors is constructive, but is often too brief to enable the student to identify how to improve. Internal verification of NVQs and full-time courses is inconsistently carried out. Records are not always completed accurately.

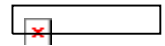
71. There are good progression routes in countryside, floristry and horticulture from level 3 to 4, however, there are no full-time courses at level 2 to enable entry or progression at that level. This has been recognised by the curriculum manager of countryside and horticulture and approval has been sought to offer national certificates at level 2 for both areas. Provision is offered on a part-time basis at all levels. Evening, weekend and day classes are provided for the part-time certificates in horticulture at levels 2 and 3. Full-time students in countryside have a suitable range of additional qualifications available. There is, however, some inappropriate matching of additional qualifications to the main programme. Horticulture at levels 1 and 2 is offered at two out centres.

72. During induction, students complete a screening test to identify literacy, numeracy and key skills support needs. In some cases, a suitable level of qualification is also determined. Initial assessment of vocational skills is not as widely undertaken. Students are supported through additional study support, regular individual tutorials and action plans, which are recorded. Target setting is now good for work-based learners, but often poor for full-time students. Monitoring of achievement of actions agreed is not always carried out. Some action plans do not set sufficiently challenging targets or target dates for achievement. There is good pastoral support, which is highly valued by students. Tutorials are well recorded and teachers follow up issues raised promptly and effectively.

Leadership and management

73. Curriculum management is good. The curriculum leaders provide strong leadership. There is a highly enthusiastic and supportive team that meets regularly with the section heads. Communication is good. Common lesson plans are used, but are not fully understood by all staff. The majority do not fully take into account individual learning styles or learning needs. Course review and evaluation is good, involving the team, input from students and using management information to set and improve targets. Staff use data to evaluate retention and pass rates, and these are discussed at team meetings to focus on improvements. Health and safety practice is adequate, but not always reinforced during lessons. The management of work-based learning has been less good. New systems are now in place, leading to improvements in assessment and internal verification, although these have yet to show an impact in terms of pass rates. Equality of opportunity is promoted satisfactorily on college courses and in work-based learning. Regular staff appraisal is carried out by the section heads and this focuses on staff development and improvement of staff. Self-assessment is carried out effectively, is sufficiently critical and identifies the key strengths. Some weaknesses are understated.

Art and design



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

Strengths

- good teaching and learning

- effective integration of additional qualifications into full-time programmes

- good progression

- varied range of good part-time courses for adults

- strong support for students.

Weaknesses

- inadequate ILT resources for art and design

- inadequate arrangements for gaining feedback from part-time students.

Scope of provision

74. The college offers a wide and varied range of adult part-time courses in art and design, with a strong focus on craft skills. These include upholstery, soft furnishing, interior design, botanical illustration and lace making. There are two full-time national diploma courses in 3D design and textiles. AS-level, GCE A2 and GCSE examinations in art and design are offered as additional qualifications. The college also provides the foundation diploma in art and design for part-time students. There are approximately 270 students currently enrolled across the provision, with approximately 21% on full-time programmes and 79% on part-time programmes. The majority of students are adults.

Achievement and standards

75. The pass rates on most courses are high, and above the national average in AS-level and GCE A2 art, and for soft furnishing. Interior design pass rates have been below the national average for the last two years. Key skills pass rates for full-time students are poor. There are good retention rates on many courses and rising retention rates in interior design and AS-level art. Both courses have shown improvements over three years to bring retention rates to above the national average in 2002/03. There are good rates of internal and external progression. The majority of full-time national diploma students progress to HE and part-time students have progressed through a range of course levels up to HNC. Students produce a high standard of work and demonstrate well-developed specialist skills in upholstery, lace making, botanical illustration, 3D design and textiles.

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

Qualification	Level	Completion year:	2001	2002	2003
Interior design	1	No. of starts	12	10	20
		% retention	33	80	90
		% pass rate	100	75	83
Creative skills - soft furnishing	2	No. of starts	*	10	9
		% retention	*	90	56
		% pass rate	*	89	100
National diploma in 3D design	3	No. of starts	*	14	17
		% retention	*	64	65
		% pass rate	*	100	91
AS-level art studies	3	No. of starts	16	17	19
		% retention	69	76	84
		% pass rate	91	92	88
GCE A2 art and design	3	No. of starts	*	8	13
		% retention	*	88	85
		% pass rate	*	100	91

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

* course did not run

Quality of education and training

76. Teaching and learning are good. Teachers use a range of appropriate teaching methods which

keep students interested and focused. Assignments are interesting and produce a good range of outcomes. Adult students carry out progressive work in painting techniques, where they are encouraged to experiment fully with new ideas and processes. Full-time 3D design students conduct well-researched and imaginative work in furniture design and construction. They converted small-scale models into full-size metal chairs which they then upholstered. Students benefit from access to an onsite welding workshop and the versatile range of skills offered by the course team. There is particularly good teaching of specialist craft skills and some high-quality student work produced in botanical illustration. There is effective integration of additional qualifications into full-time provision. Students achieve good results for these subjects and the work enhances and extends their portfolios. Key skills are insufficiently integrated into programmes. Lesson planning is generally good for most courses, but weaker on some of the adult courses where lesson plans are less developed and, in some cases, not done at all. Some of the weaker teaching is very teacher led and limits student opportunities to participate.

77. Assessment and monitoring of student progress are good. Work is regularly and accurately assessed in line with examination board requirements and detailed and informative feedback is given to students. Individual learning plans and recording processes are underdeveloped. There is no clear link between individual learning plans and assessment and tutorial records. Target grades have been established, but progress is not monitored specifically against them. Some students were unaware of their plans. Full-time students and their parents do not receive written reports. Part-time student assessment and feedback is regular, thorough and helpful, with records being carefully stored in art portfolios.

78. Art facilities are generally good. However, ILT resources for art and design are inadequate. The main art ILT room is small, cramped, and has only 12 machines which are not industry standard. There is restricted workspace and no disabled access to the facility. Alternative computers are sited in some other art areas for research purposes. There is insufficient storage for the volume of work being produced, and there is nowhere to hang coats and bags. There is a well-used library with helpful staff. The campus, with a rich mixture of plants and animals, is a beautiful and distinctive drawing resource for art and design students. Staff are enthusiastic and well qualified and offer a good range of appropriate specialisms. Access to many of the rooms for students with restricted mobility is poor; however, timetables have been adjusted to change rooms where there are particular needs. Some of the art rooms are sited between farm machinery workshops close to moving tractors and other vehicles.

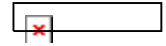
79. Courses meet the needs of the local community well in terms of part-time provision, however, there is no full-time provision at levels 1 and 2 to enable recruitment and progression opportunities below level 3. Some 79% of the art and design students are part time; however, part-time students have inadequate opportunity to give formal feedback about their experiences and the quality of teaching and learning.

80. There is good support for students with a number of useful systems in place including risk registers which identify the potential risk factor of every full-time student. Individual learning styles questionnaires are completed by students at the beginning of the year and these are used by teachers to plan lessons. There is diagnostic assessment of additional learning support at entry and when support is taken up students progress well. Many students, however, do not take up the support available.

Leadership and management

81. Curriculum management is satisfactory; the self-assessment report is accurate, with a well-defined action plan to address weaknesses identified. There is low recruitment on some art and design courses which affects learning negatively in some cases and is not cost effective. All staff are observed and appraised once a year, however, systems to share good practice are underdeveloped. This system is less rigorously applied to part-time staff. Part-time staff are not regularly updated on college procedures and communication with them is generally less effective than for full-time staff.

Sport, travel and public services



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

Strengths

- high rates of retention and pass rates on full-time travel courses

- good teaching and learning

- very good outdoor facilities for practical sports activities

- well-developed links with industry

- very good support for students.

Weaknesses

- low retention and pass rates on the national diploma in public services

- poor indoor sports facilities

- limited range of course provision.

Scope of provision

82. The college offers a range of courses in sport, travel, and public services for full and part-time students. These include a full-time AVCE course in travel and tourism, first and national diplomas in sport and public services and a part-time level 2 certificate in exercise and fitness. There is a good range of additional qualifications available to students. There are 64 students enrolled on sports and outdoor pursuit related courses; 23 on travel and tourism courses and 65 on public services courses. Of the total of 152 students, 37 are adults. Some public service students take the course as part of a cadet scheme run by a local police force.

Achievement and standards

83. There are high retention and pass rates in GNVQ intermediate leisure and tourism and AVCE travel and tourism. Pass rates in NVQ level 2 sport and recreation are around the national average. The community sports leaders' award has consistently had high retention and pass rates. Level 2 travel agents' primary certificate has high retention and pass rates. There are low and declining retention and pass rates on the national diploma in public services. Pass rates on several sports-related additional qualifications are low. The tour operators' certificate pass rate is low and has declined over the past three years. Literacy, numeracy and key skills are not yet fully embedded in teaching and learning. On most courses, attendance and punctuality are good. Most written coursework and student assignments are well presented and of a high standard. Many level 3 students demonstrate good research skills. Students develop a good awareness of the requirements and appropriate levels of skill to meet the needs of the various leisure and public service industries. Of the 76 students completing in 2003, 53% progressed into employment, 20% continued in FE and 13% progressed to HE.

A sample of retention and pass rates in sport, travel and public services, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
GNVQ intermediate leisure and tourism	2	No. of starts	35	15	17
		% retention	86	93	88
		% pass rate	97	93	100
First diploma in public services	2	No. of starts	*	11	14
		% retention	*	100	93
		% pass rate	*	73	77
NVQ in sport, recreation and allied occupations	2	No. of starts	13	11	18
		% retention	77	55	83
		% pass rate	70	83	67
AVCE in travel and tourism (double award)	3	No. of starts	*	13	18
		% retention	*	69	78
		% pass rate	*	100	93
National diploma in public services	3	No. of starts	9	17	12
		% retention	67	71	50
		% pass rate	100	92	67

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

* course did not run

Quality of education and training

84. Much of the teaching is good or better. In the best lessons, planning is effective with a variety of learning activities. In one exercise and fitness lesson for adults, the standard of work, progress made and the skills demonstrated by students in planning and leading sessions was outstanding. All the students were engaged in reflective analysis and used video recording to improve personal performance in providing exercise to music. In a public services lesson, students were given a table-top simulation to draw up a list of priorities for flood relief and evacuation. Teacher-student relationships are good, with many teachers giving additional support to students outside timetabled sessions. Students enjoy their studies and participate fully in all activities. Teachers use vocationally relevant examples in their teaching to good effect. For example, in one sports lesson, students made

good use of recent local, regional and national sports initiatives to produce assignment presentations. In a tourism lesson, students were referred to local developments taking place in Hull and Hornsea. In many lessons, there is an over-reliance on open questions which do not sufficiently involve all students. There is insufficient use made of ILT in teaching and learning. Only one of the regular teaching rooms used has video projector facilities and there is no access to the network.

85. Teachers are well qualified and experienced. Sports staff have gained additional vocational qualifications to extend their teaching expertise which has benefited students by providing a better range of opportunities such as netball, kayaking and outdoor pursuits. Equipment and resources to support outdoor activities are very good. Indoor sports facilities are poor. One squash court is used as a multi-gym facility and is cramped and poorly illuminated and ventilated. The library is well stocked with books and journals. There is open access to ICT resources which are well used and appreciated by students. The college intranet has resource materials which include lecture notes, activities, and links to relevant websites.

86. Assessment is well planned and rigorous. A variety of assessment strategies are used. Students receive detailed written feedback on their performance in assignments and practical work. Most teachers correct errors in written work and provide helpful comments. Progress reports are sent out to parents on a regular basis. Targets are set based on entry qualifications and these are reviewed at least once every few weeks.

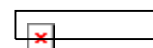
87. There is a good range of enrichment opportunities in sport. The programme of additional qualifications is primarily at level 1, with few opportunities at levels 2 and 3. Industry links are very good with students benefiting from a variety of work experience opportunities. There are close links for public services students with a local police force who use the national diploma course for their cadet training. Guest speakers are provided on all full-time courses. Other links include the RAF, army, a local league football club, a prominent folk museum, the search and rescue helicopter unit, HM coastguard, courts and local primary schools. Sports students assist in the organisation and running of netball and football with local schools. There are no work placement opportunities for travel and tourism students. Students benefit from offsite residential field trips.

88. Pre-enrolment advice and guidance are good. Taster sessions and open days are organised for potential students to find out about courses. There is an effective induction programme. Students value the support they receive from their teachers. Students at risk of failing are identified and are set clear targets for improvement and provided with additional support opportunities. There is effective and detailed initial assessment. The tutorial system is well developed. Individual targets are set and are reviewed and amended accordingly. Group tutorials introduce students to key aspects of their learning programmes and college systems.

Leadership and management

89. Leadership and management are good. Regular meetings with course teams and section leaders take place. Actions are identified and followed-up promptly. There is insufficient consideration to course scheduling of practical activities. Staff contribute to course reviews which form the basis of the self-assessment report, development plan and action plans. Course leaders make effective use of management information. All staff are observed once a year and provided with written feedback. Staff are involved in the professional updating of their skills and qualifications. Comprehensive risk assessments are undertaken regularly and records kept. Staff development has been undertaken to raise awareness of equal opportunities and diversity issues, but has not yet fully impacted on the quality of teaching in the curriculum.

Foundation



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

Strengths

- high retention and pass rates
- good teaching and learning
- good progression to continuing education
- highly individual programme planning for E2E learners
- good support for students.

Weaknesses

- inadequate vocational target setting for full-time students
- inadequate availability of ILT for foundation students.

Scope of provision

90. There is a comprehensive range of full-time and part-time courses from pre-entry to level 1. Students on full-time courses are predominantly aged 16 to 18, while the majority of part-time students are adults. There is a wide range of programmes for students including basic skills through horticulture, skills training and general studies, the certificate in skills for working life, E2E and the enterprise and skills training course. At the time of inspection, there were 132 students enrolled on 11 accredited courses and 62 students enrolled on non-accredited courses. There are also currently 44 students aged 16 to 18 on the E2E programmes following a range of options including equine studies, horticulture, animal care and agriculture. Literacy and numeracy are either included in vocational courses or taught separately.

Achievement and standards

91. Retention and pass rates are good for both foundation courses and E2E. For the foundation programmes, the retention rate for 2002/03 is 87% and the pass rate is 82%. The retention rate for the E2E programme for 2003/04 is currently 86%. Of the students who completed the life skills programme in 2002/03, 56% progressed into FE, training or employment. Students develop a good range of personal and vocational skills including increased confidence, communication, social responsibility and respect for others. Average attendance is good at 89% for foundation and 91% for E2E. Attendance is rigorously monitored.

Quality of education and training

92. Lessons are well planned and managed and take full account of the individual learning needs of students. Students are well motivated, interested and achieve success. In agriculture, students demonstrated high levels of independence and confidence in their examination of lambs. In an animal care lesson, the whole group encouraged and helped an anxious student to pick up a small animal safely using his new knowledge and understanding of handling techniques. Students exceeded their individual personal targets. In the majority of the lessons observed, health and safety issues were covered effectively. However, in some animal care and horticulture lessons, students were not wearing appropriate protective clothing.

93. Foundation students benefit from equal access to the full range of resources available at the college. Animals, plants, the grounds and machinery are used appropriately and effectively to develop students' personal and vocational skills. There is limited availability of ILT in classrooms. Students use ILT facilities on a weekly basis rather than within daily classroom activities. College computers, including laptops, are not always available. Students who find writing difficult and who prefer to produce work on a computer are unable to do so. The study skills centre is cramped and noisy. When the centre is busy, noise levels from both within the room and the adjoining classroom make learning difficult. The centre is inappropriately placed allowing easy identification of students accessing additional support.

94. Individual learning plans for foundation students do not contain vocational targets. Assessment of vocational achievement takes place throughout the lesson, but individual learning plans do not reflect this and consequently it is difficult for students and staff to recognise what has been achieved. Targets for personal, literacy and numeracy skills are monitored and recorded well. Students achieve good personal, literacy and numeracy skills. In E2E, the recording of progress and achievement is comprehensive, but not co-ordinated. There is no central record containing all the details of student progress.

95. There is good progression for students. Progression routes are planned and managed effectively by course managers and course teams. Students have access to a range of courses and where appropriate achieve suitable qualifications. Work placements are used effectively to develop vocational skills in order that students can make informed choices about personal progression. To assist student progression, literacy and numeracy have been included in vocational courses or taught separately where appropriate. This enables students not only to acquire new literacy and numeracy skills, but also to maintain existing knowledge and understanding.

96. There is flexible individual programme planning for E2E students. Timetables are constructed around individual needs and include group lessons, individual support and work placement. Timetabled days at college are not fixed and students can choose their mode of attendance. Teachers are very responsive to the individual needs of students and meet daily to negotiate individual learning programmes.

97. Students receive high levels of support which helps to reduce initial barriers to learning and encourages students to attend regularly and to stay on course. The specific learning and personal needs of individual students are met through a range of support mechanisms including tutorials, counselling, and referrals to external agencies, tutor and staff support. The induction process helps students settle in to their programme quickly and prepares them for college life.

98. Students receive good advice and guidance from the college. The initial assessments identify personal development needs and literacy and numeracy levels. This enables the teachers to set realistic targets. The section also offers tasters in a number of vocational areas and has established link programmes with special schools.

Leadership and management

99. Leadership and management are good. Targets are set and monitored for student recruitment, retention and pass rates. These targets are shared with all staff. Staff are involved in producing the

self-assessment report through course review, course evaluation and meetings. However, the self-assessment report does not adequately reflect this. Quality assurance procedures monitor lesson observations, course reviews, internal and external verification systems. The supported learning section is adequately staffed and currently there are 33 teaching staff and 27 learning assistants. Good communication is achieved through regular team meetings. Staff undertake annual appraisal which highlights staff development needs. A range of development activities is available and staff are actively encouraged to attend. Equality and diversity are promoted throughout the section. The management of literacy and numeracy within foundation is effective. Literacy and numeracy are integrated well into courses. All students have targets for the development of these skills in their individual learning plans. Staff talk regularly to the students about the literacy and numeracy skills they are using in lessons. At the end of every lesson, students evaluate what they have achieved. Targets for literacy and numeracy are also reviewed at every tutorial and in reviews.

Part D: College data

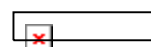
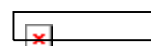


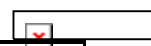
Table 1: Enrolments by level of study and age



Level	16-18 %	19+ %
1	28	41
2	41	15
3	26	15
4/5	0	0
Other	5	29
Total	100	100

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	8	225	4
Land-based provision	999	997	39
Construction	0	28	1
Engineering, technology and manufacture	54	76	3
Business administration, management and professional	33	156	4

Information and communication technology	266	88	7
Retailing, customer service and transportation	73	177	5
Hospitality, sports, leisure and travel	199	542	14
Hairdressing and beauty therapy	0	0	0
Health, social care and public services	111	133	5
Visual and performing arts and media	51	75	2
Humanities	269	15	5
English, languages and communication	253	14	5
Foundation programmes	62	61	2
Unknown	106	113	4
Total	2,484	2,700	100

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	345	304	355	302	269	397
	Retention rate %	85	81	79	77	76	81
	National average %	83	84	81	74	79	69
	Pass rate %	82	77	82	87	84	88
	National average %	65	69	76	65	66	77
2	Starters excluding transfers	446	522	429	192	267	309
	Retention rate %	78	85	83	67	80	75
	National average %	77	77	77	69	71	71
	Pass rate %	70	64	66	78	76	70
	National average %	74	73	76	69	69	74
3	Starters excluding transfers	396	354	320	138	149	230
	Retention rate %	74	71	78	80	71	67
	National average %	71	71	75	62	69	64

	Pass rate %	76	70	78	60	75	77
	National average %	79	80	82	63	67	68
4/5	Starters excluding transfers	*	*	*	213	*	*
	Retention rate %	*	*	*	63	*	*
	National average %	**	**	**	54	**	**
	Pass rate %	*	*	*	87	*	*
	National average %	**	**	**	76	**	**

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.

* numbers too low to provide a valid calculation

** data not available

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)	68	28	4	68
Level 2 (intermediate)	50	42	8	26
Level 1 (foundation)	75	19	6	36
Other sessions	100	0	0	2
Totals	67	28	5	132