



ADULT LEARNING
INSPECTORATE



Office for Standards
in Education

Bradford College

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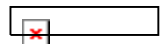
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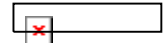
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Basic information about the college

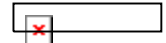


Name of college:	Bradford College
Type of college:	General Further Education/Higher Education
Principal:	Alan Hodgson
Address of college:	Great Horton Road Bradford West Yorkshire BD7 1AY
Telephone number:	01274 433000
Fax number:	01274 741061
Chair of governors:	John O'Neill
Unique reference number:	130532
Name of reporting inspector:	Fred Brown
Dates of inspection:	26 April-6 May 2004

Part A: Summary



Information about the college



Bradford College is a large general further education (FE) and higher education (HE) college located in the city of Bradford. The college serves a large and diverse population in the city, in the Bradford district and in the surrounding areas of West and North Yorkshire. It recruits nationally to HE provision, especially in education, applied social sciences, art and design, and business and management. It is one of the largest mixed economy colleges in the country.

The college has two main sites in central Bradford, a large adult education centre in the north of the city and more than 100 adult and community education venues across the district. The college provides a very broad range of courses leading to academic, vocational and occupational qualifications in 12 of the 14 designated areas of learning and at all levels from pre-entry level to level 5. The college is designated as a centre of vocational excellence (CoVE) in applied science and in beauty and complementary therapies. It is also a member of a CoVE in gas engineering.

There were 19,163 Learning and Skills Council (LSC)-funded students enrolled on courses at the college in 2002/03, of whom 2,973 were full time. Of these students, 2,833 were aged 16 to 18 and 1,848 were full time aged 16 to 18. Some 5,955 (31.1%) stated they were of minority ethnic origins, 41% were male, 59% were female and 61% were from socially deprived areas.

About a third of the college's work is HE and it receives the highest level of direct grant funding from the Higher Education Funding Council for England (HEFCE) of any institution in the English FE sector. It is the only contract holder for the Teacher Training Agency outside of the university sector. It has strong links with the University of Bradford and much of its undergraduate and postgraduate courses lead to awards by the University. The college was established in 1982 from mergers of the technical college, the regional college of art and design, and three colleges of education/diversified colleges of HE.

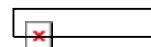
The Bradford metropolitan district has a population of over 470,000 and is growing steadily at a rate of approximately 0.5% a year. The younger than average population profile includes substantial communities of people whose origins are in South Asia, Eastern Europe and the Caribbean. The proportion of people from minority ethnic backgrounds aged 16 and over is currently about 20%. There is a high level of poverty in the district with 63.3% of wards falling within the 20% most deprived wards in England. The unemployment rate, at about 5%, is above the national average and the level of youth unemployment is even higher.

The economy is based predominantly on a very large number of small to medium-sized enterprises. A number of large organisations in the retail and financial sectors have national headquarters in the district and are very significant in the local economy.

An area inspection of 16-to-19 provision conducted by Ofsted in 2001 confirmed that the levels of achievement, participation and progression by young people were below the national average. The college has been an active partner in the post area action-planning programme co-ordinated by the LSC West Yorkshire. Confederations of local providers have now been established across the district and the college is a member of the three confederations which cover the city area, in partnership with local schools and work-based training providers.

The college's mission is 'to promote and underpin the local and national economy and the social fabric of Bradford by providing comprehensive education and training of recognised quality'.

How effective is the college?



Inspectors judged the quality of provision to be good in four of the curriculum areas inspected and satisfactory in five, with two curriculum areas unsatisfactory. Standards of teaching and learning are mainly satisfactory. The main strengths and areas that should be improved are listed below.

Key strengths

- good adult pass rates in 2003

- very broad curriculum throughout the college

- very supportive and committed staff enabling students to progress

- very open communications with staff and students

- friendly, welcoming, safe and harmonious learning environment

- effective measures to attract new students from disadvantaged local communities

- some good specialist resources and accommodation

- good student support

- good student behaviour

- strong financial management.

What should be improved

- the poor punctuality and attendance in some classes

- the volume of outstanding teaching

- the unsatisfactory teaching in English for speakers other languages (ESOL), hospitality, sports, leisure and tourism

- unsatisfactory teaching in literacy and numeracy on the main campus

- the initial assessment and tutorial support for adults studying part time

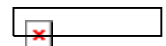
- the weak action planning and monitoring in several curriculum areas

- the rigour in the application of some quality assurance procedures

- the arrangements to review the performance and development needs of teachers.

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



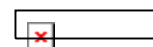
The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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
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Mathematics, science, computing and information technology	Good. Pass rates are high on some courses, but low for advanced subsidiary-level (AS-level) and general certificate of education advanced-level (GCE A-level) computing and information and communications technology (ICT) courses. Retention rates on a minority of courses are low. There is much good teaching and an extensive range of courses. Resources in science and ICT at the main college sites and employer and industry links in science are good. There is a lack of appropriate resources at some outreach centres, and insufficient initial assessment for adult ICT students. The provision is well managed.
Engineering, technology and manufacturing	Satisfactory. Most short courses and one-year courses with large student numbers have satisfactory retention and pass rates. Pass rates are low on the national certificate and diploma courses. Teaching and learning are satisfactory and many students display good practical skills. Insufficient use of visual aids is made by teachers to enliven learning. There is good individual support for students and a wide range of enrichment activities.
Business, administration, management and professional	Good. Contributory grade for trade union studies: outstanding. Retention and pass rates are consistently high on most management and professional courses; the standard of teaching in trade union studies is very good. Retention rates for adults on some courses are low as are pass rates on a few courses for students aged 16 to 18. The well managed curriculum area effectively meets the needs of students. Students are well supported and inclusiveness is actively promoted.
Hospitality, sports, leisure and travel	Unsatisfactory. Success rates are good on national vocational qualification (NVQ) courses for chefs, but pass rates are poor on food hygiene and level 3 courses in sport and travel, as are attendance rates on sport and travel courses. Effective measures are used to widen participation and enhance progression in hospitality. Students develop good personal and social skills in sport and travel. Too much teaching and learning is unsatisfactory. There are insufficient resources in hospitality, some poor assessment practice in food preparation and an inadequate food safety policy and standards of practice.
Hairdressing and beauty therapy	Satisfactory. Many students progress to higher-level courses, but retention and pass rates are low on some courses. Many students make slow progress with their assessments. Specialist resources are of a very high standard in holistic therapies, media make-up and science and there is a good range of provision in outreach centres for the local community. There are no full-time entry or level 1 qualifications in either beauty therapy or hairdressing on the main college site.
Health, social care and public services	Good. Retention rates are good on many courses and there are good pass rates on the Business Technology Education Council (BTEC) first diploma in public services and the Council for Awards in Children's Care and Education (CACHE). However, pass rates are low and declining on the first diploma in care and the diploma in health studies. Much of the teaching is good and students' work is of a high standard. Student progression to higher levels is good.
Visual and performing arts and media	Satisfactory. Pass rates are high on most level 3 courses, and students acquire well-developed practical skills. Retention rates are low on some courses and too much of the teaching is insufficiently challenging to students. Support for students and the specialist accommodation and resources are good. Curriculum management of adult courses in the community is poor and quality assurance has

	been ineffective in raising standards.
English, communication, English as a foreign language and humanities	Good. Pass rates are good on many courses and several students achieve higher grades. Pass rates are low in GCE A2 sociology and key skills level 3 communications and there is some low attendance on part-time English as a foreign language courses. Much of the teaching and learning is good as is support for students in their studies, in very well-resourced workshops and self-access facilities. The curriculum is very well managed.
English for speakers of other languages	Unsatisfactory. An extensive programme is offered at many centres throughout the city and women-only provision allows access to many who would not attend otherwise. Support for students is good and facilities at the Bolton Royd Centre are excellent. Far too much teaching and learning are unsatisfactory and individual learning plans are not used effectively. Students are not adequately assessed and the programme offers too few progression opportunities. Programme management is weak.
Provision for students with learning difficulties and/or disabilities	Satisfactory. In practical and vocational classes some students achieve well and gain skills which will improve their lives. Others learn less effectively in lessons where they are insufficiently challenged to act independently. Teachers pay insufficient attention to the need to provide for a range of abilities in whole class teaching. A wide range of provision is enhanced by collaborative work with other agencies. Overall curriculum management is insufficiently coherent.
Literacy and numeracy	Satisfactory. Contributory grade: provision in the community is good . Contributory grade: provision in the college is unsatisfactory . In community provision, students learn and attain well, enjoy good teaching and benefit from good information and advice. Across the provision, students progress well to other courses, and benefit from good resources. Provision in college classes is poor and students aged 16 to 18 make too little progress in their classes. Too much of the teaching and learning is unsatisfactory and there is insufficient co-ordination of college-based classes. Punctuality and attendance are poor in many classes.

How well is the college led and managed?

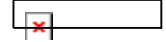


Leadership and management are satisfactory. Governors and senior managers provide effective leadership and meet most strategic targets. Pass rates are improving. In 2003, they were above the national average for general FE colleges in a disadvantaged area. Some weaknesses identified at the last inspection have been successfully addressed, but there has been insufficient progress in improving the quality of teaching and learning. The college has successfully increased participation in FE in a city that has high levels of social deprivation. Students from diverse ethnic backgrounds learn in a socially inclusive and safe environment. They receive good support. Equality of opportunity is promoted effectively and is well embedded into course planning and delivery. Most curriculum management is satisfactory or better. There are clear structures and responsibilities. High levels of autonomy are used effectively. Financial management is good. The college estate is improving and the college provides satisfactory value for money.

Quality assurance procedures have insufficient impact on the quality of teaching. There is too little good and outstanding teaching. The least satisfactory teaching is often for students who need the most support to learn and develop new skills. Arrangements to review the performance and development needs of teachers are ineffective and there is some weak monitoring and action

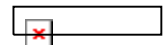
planning.

To what extent is the college educationally and socially inclusive?



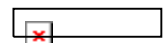
The college's response to education and social inclusion is good. Inclusion is at the heart of the college mission. The college has developed effective strategies and partnerships to promote social inclusion and widen participation. The college is working closely with the borough council and police to address racial and social inclusion issues across Bradford. The college learning environment is welcoming and significant investment has been made in improving facilities in disadvantaged areas. Some 60% of students are from areas of above average disadvantage. The college offers an extensive range of full-time and part-time courses and has effectively developed adult programmes in 100 community centres across Bradford. The college has successfully built on its good links with the local community to recruit effectively students from groups traditionally under-represented; 36% of students are from minority ethnic groups compared to 20% in the local community. The college has been particularly successful in attracting Asian women, there is, however, low take up by male and white female students on community programmes. Literacy, numeracy and language provision has been successfully introduced with local employers as part of identified workforce development needs. The college is positive about the value of lifelong learning and fully supports the development of provision which does not necessarily lead to a qualification.

How well are students and trainees guided and supported?



Guidance and support for students are good. The college student services are well managed and arrangements for and the take up of additional learning support are good. Information, advice and guidance, pre-entry and on-programme, are good on the main college sites and in the many outreach centres. Most full-time students are satisfactorily inducted on to courses. Productive links with other agencies and partnerships enhance the support services provided by the college. Careers information and guidance are also good. Literacy and numeracy support are provided through a variety of modes in vocational classes and in cross-college workshops. There is effective specialist support for students with a wide range of learning difficulties and disabilities. Students receive good pastoral support from tutors and subject teachers. Induction, initial assessment and tutorial support on personal matters for adults studying in the community are insufficiently well developed. There are three named child protection officers and staff have good information on child protection issues.

Students' views of the college



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

What students like about the college

- the good learning environment with an adult atmosphere

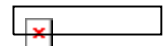
- the wide range of courses
- supportive and friendly teachers
- the flexible study arrangements
- the good access to computers
- the good support arrangements
- the literacy and numeracy and ESOL courses available at convenient community venues.

What they feel could be improved

- the number of car parking spaces
- the high cost of food
- the restricted opening hours of some cafeteria facilities
- the lack of refreshment facilities in some community venues
- insufficient lifts
- the lack of access to some parts of buildings for students with mobility difficulties

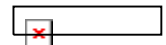
- the lack of lockers and changing facilities
- insufficient security measures at some outreach sites
- the location and quality of toilet facilities at some sites
- insufficient use of information and learning technology (ILT).

Other information



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

Part B: The college as a whole



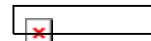
Summary of grades awarded to teaching and learning by inspectors

Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	59	33	8
19+ and WBL*	59	35	6
Learning 16-18	57	33	10
19+ and WBL*	62	32	6

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



Students aged 16 to 18

1. In 2002/03, for long courses, there were 1,572 starts on level 1 courses, 1,445 on level 2 and 1,820 on level 3. There were 1,053 starts on short courses. At level 1, overall retention rates were low in 2001 and 2002, but improved significantly in 2003 to well above national average. Overall pass rates improved from well below national average in 2001 to well above in 2003. At level 2, the overall retention rate in 2001 placed the college in the bottom 25% of similar colleges. In 2002 and 2003, retention rates improved to figures in line with national averages. Overall pass rates were low in 2001 and 2002, and the college was in the bottom 25% of colleges, but in 2003 the pass rate improved to just above national average. At level 3, the overall retention rate improved from well below national average in 2002 to a figure in line with national average in 2003. Overall pass rates improved from well below national average in 2001 to 4% above in 2003. Short course retention rates were in line with national averages between 2001 and 2003. Pass rates improved from over 10% below national average in 2001 to around national average in 2003.

2. General national vocational qualification (GNVQ) and precursor qualifications generally have satisfactory retention and pass rates at all levels. For NVQ qualifications, there are few consistent trends in terms of pass or retention rates. Retention rates were generally low except at level 2 in 2003. Pass rates were low at levels 1 and 3 in 2002, but improved in 2003. Pass rates at level 2 were satisfactory. Retention rates for AS level and GCE A level are satisfactory and overall pass rates improved from satisfactory levels to well above the average for colleges in disadvantaged areas in 2003. Value added data, which compares students' attainment at general certificate of secondary education (GCSE) with their advanced level grades, shows that in 2003 generally GCE A-level students' achievements were in line with expectations. For most advanced vocational certificate of education (AVCE) courses, students attain lower grades than would be expected.

3. In science, students' practical work is of a satisfactory standard, although some students lack confidence in their practical abilities. In mathematics, students display good knowledge of basic concepts and techniques. In engineering, the standard of practical work in engineering workshops is good. Students acquire good tool handling and machine skills and make good progress. Fabrication test pieces are well constructed and dimensionally correct. Students develop skills quickly which helps them to grow in self-confidence. Level 1 NVQ students in hospitality produce work of a poor standard and make slow progress, although the development of their personal and learning skills is satisfactory. In beauty therapy, the quality of students' work in complementary therapies and science is good. At advanced level, health and social care students are able to analyse complex information and data effectively and they are able to link theoretical perspectives to practice. In visual and performing arts and media, much student work is of a good standard. In art and design, students use a range of media to develop and explore their ideas, but observational drawing skills are not well developed. Interior design and graphic design students present final boards to professional standards. In English, students learn to illustrate their views with textual references and to express themselves succinctly using appropriate technical language. In practical and vocational areas, the achievements of students with learning difficulties and/or disabilities are good. For example, in a café students prepare food and set tables unaided.

4. The overall attendance of students aged 16 to 18 is slightly below that typically found in FE colleges. It is high for students with learning difficulties and/or disabilities and low in hospitality, sport, leisure and travel and literacy and numeracy. Progression to higher level FE courses and to HE is good for those students who achieve their qualifications.

Adult learners

5. In 2002/03, for long courses, there were 7,460 starts on courses at level 1, 3,553 at level 2 and 1,972 at level 3. There were 9,623 starts on short courses.

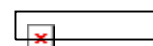
6. At level 1, overall retention rates were similar to national averages between 2001 and 2003. Overall pass rates improved significantly, from just above national averages to 14% above national average, in 2003. At level 2, overall retention rates were in line with national average in 2003, having fallen by 4% since 2002. Pass rates improved to 7% above national average in 2002, but fell by 4% in 2003. At level 3, retention rates were just above national averages between 2001 and 2003. Pass rates were low in 2001 and 2002, but improved to a high figure, well above national average, in 2003. Retention rates for short courses were low in 2001 and 2002, placing the college in the bottom 25% of similar colleges. They improved to just below national average in 2003. Short courses had a very low pass rate in 2001. In 2002, this improved and in 2003 it improved again to well above national average.

7. For GNVQ and precursor qualifications retention and pass rates were generally satisfactory or better in 2003. For NVQ qualifications, retention rates were broadly satisfactory between 2001 and 2003. Pass rates were generally low, although the pass rate at level 3 improved in 2003. At AS-level and GCE A-level, retention rates were satisfactory and the pass rate improved from a low figure to above national average in 2003.

8. In science, ophthalmic dispensing students develop good skills in identifying and describing different types of spectacle lenses, and identifying the symptoms and treatment of eye conditions. Students on the certificate for mature students in health professions learn how to run a health campaign and research skills. In mathematics, many adult students who have not studied mathematics for a long time make very good progress and become confident in using and applying mathematical ideas. ICT students develop good personal and learning skills. Their confidence increases and many use their skills with their families and in paid and voluntary work. On professional courses in business, students' work is of a good standard and students are able to articulate and reason arguments logically. Students on trade union courses produce good portfolios and learning diaries demonstrating depth of study, detailed analysis and application to a range of different employment and union situations. In both art and music, there is a good standard of work in the community classes. In GCSE photography, students explore a variety of styles to achieve a good standard of creative work. English as a foreign language students develop confidence and competence in all four language skills. Higher-level students can discuss a text and put forward their views using well-constructed and fluent language. Students with learning difficulties and/or disabilities in a drama evening class demonstrated skills in mime and clowning routines. More able students in a car maintenance class could confidently carry out routine checks on motor vehicles.

9. The attendance of adult students is low, at 69% overall. It is particularly low in literacy and numeracy and ESOL. Attendance in business is high. Progression is generally good, both to higher-level FE courses and to HE.

Quality of education and training



10. Teaching, learning and attainment were graded by inspectors in 377 lessons. Teaching was good or better in 59% of lessons, satisfactory in 35% and less than satisfactory in 6%. This is about 5% below the national average awarded in general FE colleges, for good or better lessons. The percentage of good or better teaching and less than satisfactory teaching has decreased slightly since the last inspection in 2000. Some 60% of the learning grades are good or better which is about the national average. The general standard of teaching and learning varies considerably between curriculum areas, with the best teaching in science, mathematics and ICT, health and social care, business administration and management and English, communications and humanities. There is too much unsatisfactory teaching in hospitality, sports, leisure and tourism and ESOL. There is very

16 to 18 in three curriculum areas, better for students aged 16 to 18 in three curriculum areas and of equal quality in the other five areas. For mainly adult groups and for students aged 16 to 18, in 59% of lessons teaching was good or better, compared with 57% for the students aged 16 to 18 and 62% for adult students in learning.

11. Students aged 19 and over studying at level 1 receive much better teaching than the same age group at levels 2 and 3. The best teaching and learning is for adult students on level 1 courses where around 80% of teaching is good or better. The proportion of good teaching, at 68%, is best for students aged 16 to 18 on level 2 courses. The volume of good teaching at entry level for both age groups is low, at 48% and there is far more unsatisfactory teaching. The teaching of lessons that integrate theory and practice is better than those that separate theory and practice. The teaching in theory lessons is unusually better than the separate teaching of practical lessons. There is more good teaching and learning on AS-level, City and Guilds, NVQ level 3, open college network (OCN), and GNVQ intermediate programmes. However, too much of the teaching on NVQ levels 1 and 3 and GNVQ programmes at all levels is unsatisfactory. The amount of good teaching by full-time teachers is 10% more than that by part-time teachers.

12. The teaching of students aged 14 to 16 is good. Many students who were struggling in their school studies are now learning and successfully completing programmes. Over 70% of teaching and learning in mathematics, science, ICT, and health and social care are good or better. Over 15% of teaching in ESOL and sports, leisure and tourism is unsatisfactory. There is no unsatisfactory teaching in business administration and management, health and social care, visual, performing arts and media and English, communications and humanities. Whilst there was an unsatisfactory lesson in computing, there was not any unsatisfactory teaching in mathematics and science.

13. The best lessons are well planned and structured and include an appropriate mix of teaching and learning methods that keep students absorbed in their tasks. They have a practical focus which is linked to theory that encourages students to further develop existing skills and knowledge or to learn new things. The intended outcomes of the lessons are made clear to students at the start of lessons and teachers give clear explanations and make good use of focused questions to stimulate discussion. Challenging questions are often asked that encourage students to think carefully about their answers. In the best lessons, students are attentive, motivated and enthused. Teachers create a positive working atmosphere to encourage students to gain a sense of achievement as their skills improve. The better lesson plans propose the use of different learning styles to suit students' needs. In English lessons, teachers use carefully graded language to set up a planned sequence of learning activities of increasing complexity. Many practical assignments include an appropriate range of activities to encourage students to become increasingly independent in their learning. For many students, learning is enriched by a good range of visits and opportunities to show their work publicly.

14. In less effective lessons, a narrow range of teaching and learning techniques is used. Lesson plans take insufficient account of the need to provide for students with a wide range of individual abilities and contain few references to learning outcomes. Very little account is taken of preferred learning styles. In hairdressing, schemes of work are insufficiently detailed to provide a picture of what will be taught and how. In some lessons, teachers talk for too long, ask too few questions and students lose concentration. Not enough use is made of ILT by staff or students to support and enrich teaching and learning in many curriculum areas. In some lessons, the sequence of learning activities confuses rather than engages the students. Not enough time is devoted to checking that individual students understand the tasks they are set. In some lessons, there is an over-reliance on repetitive exercises and students lose interest. In some key skills teaching, there is an over-reliance on the use of standard worksheets that are not relevant to the student's main vocational area of interest. Much of the teaching in ESOL is at too slow a pace and students are insufficiently challenged. In some lessons, many students do not contribute sufficiently to discussion and the same few students repeatedly answer questions. Some theory lessons are uninspiring and rely too much on presentations by teachers with insufficient engagement by students in active learning. Some lessons end without reviewing the work covered and fail to set the scene for next time.

15. Teachers are well qualified and experienced and over 71% have a relevant degree. A high proportion of staff, 42%, are qualified assessors or verifiers and over 30% of college support staff have a degree or level 4 qualification. Just over a third of full-time and half of part-time teachers do

not have a teaching qualification. Staff take advantage of the extensive programme of staff development activities and across most departments are actively involved in industrial updating through visits, placements and employer curriculum links. The college mentoring system is used effectively to support new staff. The level of technician support is good and 118 technicians provide support to both academic and central services departments. All 12 librarians have appropriate professional library qualifications.

16. The college has invested £24 million during the last seven years and this has significantly improved the standard of accommodation across the college. The college has two main sites in the centre of Bradford together with over 35 community learning centres throughout Bradford. Provision is also offered in a further 70 community-based centres. Since the last inspection, major improvements include the extension and refurbishment of the Bolton Royd and McMillan buildings, the development of high-quality CoVE facilities in beauty and complementary therapies and applied science, together with significant investment in ICT. Despite these improvements, there remain problems with access for students with restricted mobility, particularly in the Junction Mills, Joseph Nutter and Burley Grange buildings, the college sports hall and the refectory in the Old Building. The inflexibility of traditionally built classrooms has resulted in poor space utilisation in the Old Building. The current room utilisation survey for this building indicates that 12% is inaccessible to students with restricted mobility. Student numbers have increased by 20% since the last inspection and are projected to rise by a further 6% in 2005/06 as part of the three-year development plan. The college has recognised the need to cater for these additional students in its new draft accommodation strategy. Discussions are also being held with the University of Bradford to explore the opportunities for the use of spare accommodation in university premises.

17. The information technology (IT) network infrastructure is good and over 92% of workstations are less than three years old. The college has over 150 laptops available for flexible community use and three of the main centres have wireless networks. Students have good access to an industrial-standard intranet that enables them to use e-mail facilities from all college buildings and from their homes. The ratio of computers to students has improved considerably from 1:10 at the last inspection to a current figure of 1:4. Students have good access to the college intranet, virtual learning environment and the Internet in the large, well-equipped computer centres and IT workshops. Students also have access to scanners and printers in all college IT centres. There is a good range of adaptive technology for students with specific learning needs. Good progress is being made in the development of online materials to support learning, for example, in ESOL, in learning support, and pure and applied science. A few curriculum areas have been slower to respond. Teachers have good access to computers and to daily scheduled IT training. Both staff and students have access to e-mail.

18. Very good specialist resources are available to support teaching in most curriculum areas. The excellent facilities in visual, performing arts and media include spacious, well-equipped workshops for fashion, textile printing, ceramics, jewellery, music technology, well-lit drawing studios and two superb galleries which are also used for professional exhibitions. CoVE facilities in applied science and the resources in complementary therapies, media make-up and ophthalmic dispensing are of a particularly high industrial standard. Engineering workshops and classrooms have been refurbished and specialist electronic diagnostic equipment purchased. However, the ageing fleet of cars the college owns limits the full use of the new equipment. Several curriculum areas are not making the best use of the IT available in the college. In mathematics, there is a lack of IT equipment or electronic resources to support teaching and learning. IT is rarely used to enhance teaching.

19. More than 20 learning resource centres are spread throughout the college offering both specialist and general resources to students and staff. The main college libraries have an extensive stock of subject specialist textbooks, with over 194,000 volumes for FE and HE courses. There is a good range of current journals, video, CD-ROM and electronic resources.

20. On-site college facilities for practical sports activities are cramped and access to the sports hall and fitness studio is poor. The sports hall roof leaks and the heating system is ineffective. Shower and changing areas are limited and the showers are not well maintained. The fitness facility is not suitable for large groups, classes are not routinely timetabled and opening times are limited. Teaching resources in hospitality are underdeveloped, particularly in IT. Learning resources have

not been sufficiently developed to meet individual needs.

21. Internal verification is well established; the college policy is comprehensive and is applied effectively to most courses. Assessment, verification and moderation procedures follow awarding body requirements. All external verification reports are received and commented on by senior managers with action points recorded before circulation to course teams. In some curriculum areas, the policy is not evenly applied, for example, in engineering, there is insufficient assessor observation and in hospitality some recorded evidence is invalid as assessment decisions are not supported by sufficient evidence. In hairdressing, actions are not always taken following internal verification sampling during the course and this does not give some students time to improve. There are good arrangements in some departments, for sharing best practice in internal verification, but this practice is not supported by a formal structure to share practice across the college.

22. Assessment and monitoring of student progress are satisfactory in most areas of the curriculum. In engineering and in science, mathematics and ICT, assessment is well planned; work is marked regularly and is promptly returned with sufficient feedback to help students' understand what they need to do to improve. In trade union studies, students' progress is carefully monitored using computerised tracking systems. In sport and hospitality, feedback often lacks the detail needed to help students to improve. Students have expressed concern in the college newsletter about the slow return of marked work, the need for more feedback and more evenly distributed assignments. The college has acted on these concerns, but it is too early to judge how successful they have been. Most students understand the assessment process which is explained during induction. Course and student handbooks have additional information on what students need to do to succeed. The handbook for literacy and numeracy is well designed and contains useful information; students commented on how teachers had worked through the contents during induction and how this had helped them to understand the demands of the course. Regular review of student progress is carried out for full-time students during one-to-one and group tutorials. Open evenings are held for parents of students aged 16 to 18, to keep them informed about learners' progress and termly progress reports are sent to employers. Tutors also make contact with parents in the case of problems with attendance or behaviour.

23. Induction helps most full-time students to settle quickly into the college and their course. Full-time students follow an induction programme which introduces them to their course of study, helps them to settle in and make friends and informs them about the support services available. Most students describe their induction as a positive experience. Students who join late do not always receive an induction.

24. All full-time students undergo an initial assessment of their levels of literacy and numeracy during induction. This information is used to identify students in need of additional support. Some curriculum areas assess students' preferred learning styles. Students with learning difficulties and/or disabilities use a variety of measures to identify their support needs. They can self-refer, attend a workshop or discuss their particular needs with tutors during initial interviews and induction. There is insufficient initial assessment and induction to central college services for adults studying in the community. Initial assessment for adults on literacy and numeracy courses in the community is good and all students are screened using appropriate tools. Good practice is also applied to adult students enrolling for GCSE mathematics with less than a grade C. The use of initial assessment to ensure students are on the correct course is inadequate in some areas such as for part-time students in hairdressing or in visual and performing arts.

25. There are useful guidelines for teachers, however, the use of individual learning plans to set and monitor progress and improve the quality of teaching is underdeveloped in some curriculum areas. There is no college framework or documentation to ensure that students have a good learning experience and procedures are applied unevenly. The implementation of the guidelines is not monitored effectively.

26. The college has effective strategies to widen participation and some 60% of students are from areas with widening participation postcodes. The college has been particularly successful in widening participation with 36% of students from minority ethnic groups which is well above the 20% in the local community. Successful initiatives include a training project to encourage women into

science, engineering, construction and technology and the open doors project to engage young disadvantaged women into hairdressing, beauty therapy and care training. Auto-tech, a joint project between the college and a local Asian garage owner, has been nationally honoured for successfully bridging the racial divide between white and Asian young people through motor vehicle training. There are successful initiatives to encourage Asian women back into education and training through Asian bridal make-up, dress making, Mehndi wedding, dance drama and nail art programmes.

27. The college provides a broad, range of full-time and part-time courses including AS level, GCE A level, national diplomas, NVQs, GNVQs, AVCEs in all curriculum areas. Detailed market research and close working with local employers enables the college to identify programmes that meet the needs of students, the community and local businesses. For example, 78% of participants in the Newlands mobile IT project for local residents have gained qualifications and progressed on to further training. The travel training unit provides mobility training for over 100 students with learning difficulties and/or disabilities both within the college and the local health trust and social services. Literacy and numeracy training is offered to unemployed people through regeneration projects in disadvantaged communities. An ESOL programme is aimed at medical professionals, many of whom are refugees or asylum seekers, now seeking employment in the United Kingdom, who were trained outside the European Union.

28. There are good progression routes in most curriculum areas that allow students to enter education and training at an appropriate level and to move on to more demanding levels of study. In 2002/03, over 3,000 full-time students enrolled, 36% of entry level students progressed to level 1, 28% from level 1 to 2, 25% from level 2 to 3 and 28% to level 4. In hospitality, sport, leisure and tourism, a good range of additional qualifications are offered to enable students to develop specific employability skills. Good use is made of taster courses in beauty and holistic therapies often delivered in the community to attract adults on to full-time and part-time courses. Performing arts students have toured in the local community and performed at local theatre venues. There is no entry or level 1 provision in sport and leisure, hairdressing and beauty therapy. In mathematics, a modular approach to the curriculum has enhanced flexible delivery.

29. The college has good employer links. Successful literacy and numeracy provision has been developed with 28 small and medium-sized enterprises. In 2002/03, literacy and numeracy training was delivered to over 240 workers in the workplace. A programme in language, literacy and numeracy is also available for local Asian wholesalers. Specialist trade union training has resulted from good trade union links and over 150 trade union learning representatives have been trained and 8 workplace learning centres developed. High-level skills training has been offered to over 50 engineering and manufacturing companies. The electronics training centre of excellence provides specialist training on manufacturing techniques for local and national companies. The college has CoVE status for applied science and beauty and complementary therapies. A joint bid with Keighley College for a third CoVE in gas technology has recently received approval.

30. The college is a lead partner for the increased flexibility (IF) programme and an active member in three of the five recently formed Bradford district confederations. The college works with 11 local secondary schools to develop a wider range of vocational courses. Currently, 250 students aged 14 to 16 attend programmes mainly in basic and essential skills, art and design, hospitality, construction, motor vehicle, welding and fabrication, hair and beauty therapy. The teaching observed by inspectors for this age group is good. The successful inclusion of the Bradford pupil referral unit has led to improvements in the provision offered to excluded pupils. Some 65 pupils are currently on this programme. Retention rates are good at 85% and pupils are actively supported to progress to employment or further training.

31. The college offers a wide range of support for adults and students aged 16 to 18 to develop their key skills. Students in vocational areas attend key skills lessons, and all students can attend the discrete mathematics and communications workshops. Additional learning support is provided in the classroom. Of the 472 students identified as needing additional support, 385 are receiving help. Arrangements for identifying literacy and numeracy needs through initial assessment and diagnosis are effective. There is effective planning and reviewing of individual learning across all key skills provision. Teaching and learning in community classes is good and students develop their literacy and numeracy skills well. There is too much unsatisfactory teaching for students aged 16 to 18 in

key skills and an over-reliance on standard worksheets which do not reflect the students' vocational needs. Attainment is inadequate for students aged 16 to 18 in college, and key skills achievements are poor. The management of key skills is satisfactory.

32. In most curriculum areas, opportunities for enrichment are satisfactory. Most include a wide range of day and extended visits, visiting speakers, visits to exhibitions and local employers. Few, however, include appropriate additional qualifications or work placement to extend the learning programme.

33. Support for students is good. The college student services department is well managed and the take up of additional learning support is good. An extensive range of services are provided by well-qualified staff, the quality of the provision is regularly evaluated and the impact of the support on student performance is measured.

34. The student services team provides good information, advice and guidance on the range of courses offered both on the main college sites and in the many outreach centres. Specialist prospectuses, targeted at students aged 14 to 16 and students aged 16 to 19, are informative and attractively produced. Good careers advice is available for students applying to the college and for existing students applying through Universities and Colleges Admissions Service (UCAS) for entry to HE. Connexions personal advisors are beginning to provide a specific service for students identified as being at risk. Qualified youth workers employed by the college in the youth information centre help students to organise and raise funds for a wide range of enrichment trips and activities. These include outdoor teambuilding exercises and visits to London and a theme park. Financial support and specialist counselling are available and a good personal tutor handbook is used to ensure that teachers are aware of the support services available. Good links with other agencies and partnerships enhance the support services provided by the college. For example, Aim Higher funds are used to provide learning mentors and youth service money is used to fund female youth workers to work with groups of Asian women.

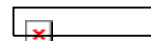
35. The 'Sue Carroll' centre provides good support for students with a wide range of learning difficulties and/or disabilities including students with mental health problems, and students with learning difficulties including dyslexia and dyspraxia. An equipment loan service is provided and handouts for visually impaired students using Braille are prepared in this area. Support for full-time students requiring additional support for literacy and numeracy is provided in-class through vocational classes and in separate workshops. Attendance at workshops for students who are not provided with in-class support is not compulsory and the college does not monitor the effectiveness of this provision. Literacy and numeracy support in the community is effective.

36. Full-time students receive good support from tutors and subject teachers through regular one-to-one tutorials and additional pastoral support on personal and academic issues. Students speak positively about the support they receive. There is insufficient support for adults studying in the community and arrangements for induction, initial assessment and tutorial support on personal matters are unsatisfactory. However, arrangements for the induction and initial assessment of students on literacy and numeracy courses in the community are robust.

37. Systems designed to improve levels of attendance, including phone calls to parents of students aged 16 to 18, and student contracts have had a positive impact in business and management. However, there is poor attendance in key skills lessons, performing arts and music, in literacy and numeracy and on some courses in the community.

38. The college has good arrangements for responding to the needs of vulnerable adults and young people. The child protection policy is regularly reviewed with the involvement of other agencies including the local education authority (LEA) for students aged 14 to 16, and social services. There is a training programme for key staff. The policy is clearly explained in the staff handbook.

Leadership and management



39. Leadership and management are satisfactory. Governors and senior managers provide effective leadership. The college has a strong strategic influence in Bradford and is integral to the success of the city and its communities. It has many productive partnerships and links including with key community groups. Relationships with schools within the Bradford confederation are developing positively. Major strategic successes include the establishment of CoVEs and the United Kingdom resource centre for women in science, engineering and technology. Good progress has been made in addressing several of the weaknesses identified at the last inspection, but there has been insufficient progress on improving the quality of teaching through lesson observations.

40. The college mission is firmly established. It has successfully increased participation in FE in a city that has high levels of social deprivation. There is a large proportion of provision at entry level and level 1 across most areas of learning. Equality of opportunity is well promoted and is embedded into course planning and delivery. The college is socially inclusive and promotes a safe learning environment for students from diverse ethnic backgrounds. Students and staff work well together and social and cultural differences are respected and celebrated.

41. Most strategic targets have recently been met. Targets for the recruitment of students aged 16 to 18 have been exceeded.

42. Governors have made a good contribution to defining the character and mission of the college and are strong advocates of FE in the city. They understand the local context in which the college operates and many have benefited personally from education at the college. The consideration of a merger with the local university has placed considerable additional demands on governors and managers. Governors contribute effectively to assuring the college's financial security, to curriculum advisory committees and they attend most college and student events. There is a good annual review of the development needs and contribution of individual governors, which is supported by training. Attendance at board meetings is satisfactory. Governors have only recently developed a standards committee. They are developing a more detailed awareness of the main strengths and weaknesses of the college, but no targets have been set for the improvement, for example, of teaching standards. Corporation sub-committees have no defined annual programmes to ensure that their terms of reference are achieved. The board evaluates its decision-making, but does not set targets for its own improvement. There are currently too few women members on the board and no member from the city's significant Pakistani community, although representation was better until recently.

43. Overall pass rates are improving. Overall achievements for adults and students aged 16 to 18 in 2003 are above the national average for general FE colleges in a disadvantaged area. Pass rates for adults on level 2 programmes are satisfactory. Retention rates for students aged 16 to 18 were unsatisfactory until 2003. Support for students is good.

44. Strategic objectives are well embedded into departmental plans. They focus on social inclusion, economic regeneration and quality and contain appropriate targets for retention and pass rates. Departmental heads operate with a high degree of devolved responsibility and use this well to meet the needs of their students and to respond to local demands. A strategic planning group effectively monitors overall targets, but action plans to improve performance are insufficiently detailed and lack appropriate timescales. Senior management team meetings are not minuted and the actions arising from them are not recorded.

45. Curriculum management is satisfactory. It is good in 4 of the 11 areas of learning inspected, satisfactory in 5 and unsatisfactory in 2. There are clear structures and responsibilities within curriculum teams. Teams meet regularly to plan and monitor the curriculum and part-time staff are paid at full rate to attend meetings. There is good support and mentoring for new staff. There is a well-designed intranet site and good use of e-mail. In the best areas, curriculum managers are rigorous in their attention to improving student experience and pay close attention to monitoring retention and pass rates. There is ineffective course planning in sport and some poor professional practice in hotel and catering. Management of the ESOL provision is unsatisfactory. The quality of

ESOL provision is monitored insufficiently and there is an over-reliance on part-time staff.

46. There is strong promotion of equality of opportunity and cultural diversity. Equal opportunities are at the heart of what the college does. The college is an attractive, safe and harmonious learning environment in which students from all walks of life are welcomed. Committed staff support students in the development of their confidence and skills. The college is effective in identifying and dealing with any issues of harassment and bullying. It provides good support to the students and raises the aspirations of students by challenging the low expectations of success in many schools and communities. There are many successful examples of students' participation and achievement from diverse backgrounds.

47. The race equality policy is clearly written and kept under review. Progress against the three-year action plan is monitored regularly. Good attempts have been made to integrate race equality in all strategies and policies of the college, but target setting is weak. Data on participation by ethnic and gender groups are clearly collected and recorded for each course. Data systems are now capable of measuring the impact of the equal opportunities policies. Good progress has been made in reviewing the effectiveness of marketing initiatives in reaching the minority communities. There is good training on the recruitment and selection processes for senior staff to ensure fair recruitment practices. Take-up by teachers on training in the Race Relations (amendment) Act and the Disability Discrimination Act has been low, but there is a very high take-up by support staff. There are high participation rates by students from many minority ethnic groups which exceed their proportions in the community. The college has recognised the need to improve the ratio of staff from minority ethnic groups to more closely reflect the local population and the constituency of students. The college has recognised the need to do more to recruit, coach and develop staff from minority communities for positions of responsibility. There are currently no minority ethnic senior managers. The college has not yet had the opportunity to agree ethnic diversity impact measures with the LSC.

48. Recently introduced feedback from parents is effective in improving young people's experience of education. The students' views are sought and analysed by ethnic group. The application of college complaints and appeals procedures is thorough. All complaints are fully investigated and reported upon. Most students understand the complaints procedures well. There are effective policies and procedures to deal with the harassment and bullying.

49. There is a well-established cycle of course review led by course committees that meet three times a year. There are good arrangements to gauge student opinion and most course reviews lead to improvements in quality. In AVCE business, a learning mentor has been appointed to improve pass rates. Some course reviews have no targets for retention and pass rates, for example, in visual and performing arts.

50. Overall, the quality of data has improved since the last inspection. The college now makes accurate and timely returns to the LSC. Inspectors found the data used to support inspection to be generally reliable.

51. The college produces very well documented guidance for teachers, but does not monitor how well it is used. The sharing of good practice is variable. Opportunities to share good practice in mathematics and hospitality are not taken. There are very good staff development opportunities that focus on improving teaching and learning, but the take-up is limited.

52. Arrangements for reviewing and appraising the individual performance and development needs of teachers are ineffective. Only 63% of teaching staff have taken part in a staff development discussion with their manager over the last two years and outcomes of teaching observations are only included at the teachers' request. Many discussions do not result in a structured individual development plan that can be monitored.

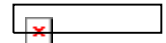
53. Measures to improve the quality of teaching and learning are not yet effective. Formal observation of teachers is planned to take place on a two-yearly cycle, but this target has not been met. The college observation grade profile is substantially higher than that found at inspection. Observations do not provide an accurate view of the quality of teaching and learning. This weakness

was identified at the last inspection and has not been successfully addressed. Inspectors judged overall standards of teaching and learning to be satisfactory, but there has been insufficient improvement since the last inspection. There is insufficient good and outstanding teaching. Grades for good teaching are 5% below the national average for general FE colleges and there is very little outstanding teaching. Only 4 of the 377 lessons observed were judged to be outstanding. The least satisfactory teaching is often for students who need the most support to learn and develop new skills. There is too much unsatisfactory teaching on entry-level courses, for example, in ESOL. The standard of teaching by part-time teachers is significantly below that of full-time staff. Standards of teaching for students aged 16 to 18 in literacy and numeracy have not improved since the last inspection.

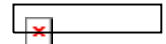
54. The self-assessment report is comprehensive and covers all areas of the college, including service areas. However, the college graded much of its provision higher than was found at inspection.

55. Financial management is good. The college has a good financial position and diverse income strands. The college has maintained financial category 'A' for several years despite a huge investment in improving the college estate. There are good systems of internal control. The college provides satisfactory value for money. Public money has been spent well in improving the learning environment for many students. There has been considerable investment in arrangements to improve the quality of teaching and learning. However, these have not had sufficient impact.

Part C: Curriculum and occupational areas



Mathematics, science, computing and information technology



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

Strengths

- much good teaching and learning

- high pass rates on some courses

- extensive range of courses

- good leadership and management

- good resources in science and ICT on the main college sites

- good employer and industry links in science.

Weaknesses

- low retention rates on a minority of courses

- low pass rates on computing and ICT AS-level and GCE A-level courses

- lack of appropriate resources in some outreach centres

- lack of initial assessment for part-time adult ICT students.

Scope of provision

56. The college provides a wide and appropriate range of courses at different levels. The CoVE in applied science offers an extensive range of courses that meets the needs of the community and local employers. This includes AS levels and GCE A levels, GCSEs and vocational courses including GNVQ intermediate, AVCE, national certificate in science (pharmacy services) and ophthalmic dispensing courses. There is also a science and health course for mature students and an introductory entry-level course in science. There are 473 adult students and 243 students aged 16 to 18 in science. In mathematics, adult numeracy courses are offered at levels 1, 2 and 3. Different GCSE mathematics and GCSE equivalent courses are available as well as AS levels and GCE A levels in various mathematics subjects. The flexibility of the mathematics provision allows students to transfer between courses and to study exclusively in the open mathematics workshop if a suitable class is not available. There are 200 students aged 16 to 18 and 480 adult mathematics students. In computing and ICT, full-time courses include GNVQ foundation and intermediate, AVCE awards, first diploma, national certificate and AS levels and GCE A levels. Part-time courses include beginners' courses, European computer driving licence (ECDL), computer literacy and information technology (CLAIT), and numerous courses covering specific applications and software packages. Courses are offered at over 34 different community locations and at most centres are available from entry to level 2. There are 3,933 computing and ICT students in total, most of whom are part time. Just over two thirds are adults.

Achievement and standards

57. Pass rates on many courses in the CoVE in applied science are high. AVCE science double award and the national certificate in pharmacy services have consistently high pass rates. In 2003, pass rates were also good in mathematics, physics and biology at GCE A level and for all the GCSE science and mathematics subjects. AS-level mathematics also had a high pass rate in 2003, and the proportion of students gaining higher grades was well above average. In ICT, pass rates for the non-

externally accredited courses studied by many adults are high. In 2002, the overall pass rate for long level 1 courses, studied by over 1,000 students, was well above the national average. On level 1 short courses in 2003, the overall pass rate was 100%. Pass rates are also consistently above national averages for AVCE ICT double award, ECDL short courses, Internet technologies and computer technology. Pass rates for AS-level and GCE A-level computing and ICT are low. Retention rates on many courses are similar to national averages. They are high for AVCE science, national certificate in pharmacy services, GCE A-level biology and chemistry, GNVQ foundation and intermediate ICT, and ECDL (1 year). Retention rates for AS-level mathematics, chemistry, physics and computing and GCE A-level mathematics have declined and in 2003 they were below the national averages. Retention rates also fell for CLAIT and Internet technologies in 2003.

58. Students' practical work in science is of a satisfactory standard, although some students lack confidence in their practical abilities. In science, ophthalmic dispensing students develop good skills in identifying and describing different types of spectacle lenses, and identifying the symptoms and treatment of eye conditions. Students on the certificate for mature students in health professions learn how to run a health campaign and research skills. One group successfully applied these in a project on alcohol awareness which included a campaign day in college. Through this work, they also increased in confidence and developed their communication and interpersonal skills. Mathematics students are committed to their studies and display good knowledge of basic concepts and techniques. Many adult students who have not studied mathematics for a long time make very good progress and become confident in using and applying mathematical ideas. ICT students develop a good range of personal and learning skills. Many gain in confidence and adult students use their skills with their families and in paid and voluntary work.

59. Progression to higher level FE courses and to HE is good. One mathematics student has progressed from a numeracy course through GCSE mathematics to AS-level mathematics. Some 12 of the 14 students who completed the AVCE science course in 2003 progressed to HE and these include 5 students who had started on the GNVQ intermediate science course. Attendance in computing and ICT is poor.

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

Qualification	Level	Completion year:	2001	2002	2003
CLAIT stage 1 (1 year)	1	No. of starts	1,473	1,006	54
		% retention	83	83	28
		% pass rate	73	73	80
ECDL (short)	2	No. of starts	70	58	63
		% retention	71	67	67
		% pass rate	50	67	76
GCSE mathematics (1 year)	2	No. of starts	215	275	226
		% retention	74	73	76
		% pass rate	22	39	52
Computer technology	2	No. of starts	77	46	47
		% retention	70	87	68
		% pass rate	83	83	78
GNVQ/AVCE (double award) in science	3	No. of starts	29	16	17
		% retention	83	75	65
		% pass rate	96	75	100
GNCQ/AVCE (double	3	No. of starts	116	118	92

award) in ICT		% retention	57	36	59
		% pass rate	80	93	80
AS-level mathematics	3	No. of starts	33	78	59
		% retention	64	77	68
		% pass rate	10	47	68
AS-level biology	3	No. of starts	33	54	35
		% retention	82	72	83
		% pass rate	81	77	72
National certificate in pharmacy services	3	No. of starts	31	33	29
		% retention	65	94	83
		% pass rate	95	97	100
Certificate for mature students in science and health	3	No. of starts	39	85	82
		% retention	90	48	51
		% pass rate	71	88	88

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

Quality of education and training

60. There is much good teaching. In the CoVE in applied science, lessons are well planned with good learning materials that are used effectively. In the best lessons, there is a variety of activities, teachers give clear explanations and understanding is developed by effective questioning. In one ophthalmics lesson, students worked in small groups studying colour photographs of eye conditions. They were asked to name each condition and its cause and comment on its symptoms and treatment. Students' understanding was deepened by questions from the teacher that encouraged them to think about their answers. In some less effective lessons, teachers talk for too long and students lose concentration. In mathematics, teachers create a very positive working atmosphere which enhances learning and builds up the confidence of the students who gain a sense of achievement as their skills improve. In the best lessons, students are encouraged to contribute and challenged to think for themselves. In a further mathematics lesson on hypothesis testing using the Poisson distribution, a computer simulation was used as a stimulus for discussion, providing a visual demonstration of an otherwise abstract concept. In an adult GCSE equivalent lesson, the tutor combined humour with practical approaches and relevant contexts to bring the mathematics to life and thus enhance the learning. In revision lessons, there is very good attention to examination technique. In less effective mathematics lessons, there are insufficient opportunities for students to discuss mathematical concepts, thus inhibiting the development of their verbal reasoning skills and ability to explain their thought processes. In computing and ICT, there is consistently effective teaching in both practical and theory lessons. Lesson plans are comprehensive. In the best lessons, there is good participation by students. Real-life examples are used to motivate students and there is good use of directed questions. Most adult and community ICT courses are provided through workshops which allow students to work and develop skills at their own pace.

61. Teachers are well qualified and have relevant experience. In science, technicians support the practical activities well. Science laboratories are modern and well resourced and provide spacious accommodation. Data projectors are used effectively by some teachers, but there is little use of ILT by students in the laboratories. A science workshop is well used in timetabled lessons and as a drop-in facility. It is well equipped with computers, an electronic whiteboard, science books and other resources. Accommodation for science in the community lacks the facilities for practical work. Resources for mathematics are satisfactory. Classrooms are well laid out, but there are insufficient ILT resources to enhance teaching and learning. In computing and ICT, there are good resources on the college sites. Computer equipment is up to date and many rooms have data projectors or interactive whiteboards. In some community venues, there are weaknesses in resources. These

include inappropriate chairs, lack of flipcharts or whiteboards, problems with unreliable hardware, and lack of access to Internet and e-mail facilities.

62. Science and mathematics' assessments are regularly set and marked and constructive feedback is given which enables students to improve. Target grades are set for full-time students, but the monitoring of student progress against these is underdeveloped. In mathematics, very thorough initial diagnostic testing and interviewing is carried out with students who have less than a grade C at GCSE, which ensures that students are placed on the most appropriate course. In computing and ICT, the assessment of students' work is satisfactory. Teachers use a range of self-designed methods and documentation to record and review students' progress.

63. In the CoVE in applied science, there are good employer and industry links, particularly with the ophthalmic and pharmaceutical industries. AVCE science students participate in projects involving local employers and have an extensive programme of visits to HE institutions and employers. There is no work experience for AVCE or GNVQ intermediate students. In ICT, the college is successful in encouraging participation from disadvantaged areas and providing good progression opportunities. This is achieved through the wide and appropriate range of courses at many college and community venues. Some courses are aimed at specific groups.

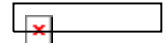
64. For full-time students, there is effective initial diagnostic assessment of literacy and numeracy skills and additional learning support needs. In computing and ICT, additional learning needs and support requirements are clearly identified in group profiles for full-time students, and support staff provide effective classroom support. In science, teachers provide much effective informal support. Extra science subject support is available to students on some courses through timetabled study sessions, but these are not effectively used and attendance is low for some subjects. Subject support for students in mathematics is very good. There is a well-staffed open mathematics workshop available for any college student which is also open in the evening on most days. The support given by approachable and helpful teachers is very highly valued by students. In computing and ICT, part-time students are not given sufficient information prior to enrolment and some students are unclear about the precise content of courses until they actually start learning. The initial assessment of part-time ICT students is not sufficient to identify additional support needs including literacy, language and numeracy skills. Where students choose to report their own needs, additional support is provided and there are cases where support workers have been provided for students with specific health problems. Teachers develop a good knowledge of students' personal circumstances and provide much informal support. Individual learning plans are used at the main college sites, but at some community venues they are either not used at all or they are not used effectively.

Leadership and management

65. Leadership and management are good. In science, there is a clear vision for the development of science and much effective work has been done in developing the vocational science provision. At course team level, there are comprehensive course portfolios that contain detailed information. Courses are reviewed, but strategies for improving retention rates on AS-level courses need further development. There is limited use of value added data in ICT with GCE A-level and AS-level students as a means of raising achievement. Emphasis has been given to the promotion of equal opportunities and students from different ethnic backgrounds, ages and disabilities work together well. In mathematics, courses are well organised and teachers work well as a team. Self-assessment and the evaluation of data are thorough and action is taken to address weaknesses. For example, a change of policy on entry to the one-year GCSE course has resulted in a 30% increase in A* to C pass rates over three years. Students' views are taken into account and incorporated in the action plan. The department is committed to equal opportunities, as is evident from the diverse group of students studying mathematics and the effective way they are integrated into classes. There is, however, a lack of formal procedures for the sharing of good practice. In computing and ICT, the diverse range of courses is managed well across college sites and outreach centres. Communication is effective. The self-assessment process involves full staff participation. Although weaknesses in retention and pass rates on some full-time courses have been identified there has been insufficient action to address these. Development plans exist in each of the community outreach areas. Promotion of equality of opportunity is good. Managers respond well to adult student

and community needs. For example, additional courses in the community at entry level are being developed to meet demand and further increase participation.

Engineering, technology and manufacturing



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

Strengths

- high retention and pass rates on engineering competences level 1 and NVQ level 2 foundation courses

- good practical work carried out by students

- good range of enrichment activities to enhance student learning

- good individual support for students.

Weaknesses

- low pass rates on national certificate and national diploma courses

- motor vehicle training vehicles lack modern technology

- insufficient use of visual aids by teachers.

Scope of provision

66. The college offers a wide range of part-time and full-time courses in engineering, motor vehicle studies, fabrication and welding, and computer-aided design. Additionally, short specialist courses for industry are available. There are opportunities for young people aged 14 to 16 to experience a range of engineering skills. Evening courses are available to adults in car maintenance and welding. The national certificate in metallurgy and materials enables students from a wide geographical area to study on a flexible basis, including distance learning. There are currently 140 full-time students and 755 part-time students. Students aged 16 to 18 account for 20% of all students.

Achievement and standards

67. Retention and pass rates on short courses are generally satisfactory. One-year computer-aided draughting and design courses had very good retention and pass rates for the period 2001 to 2003. The NVQ level 2 in engineering foundation and the basic engineering competences courses have consistently high pass rates in comparison with national averages, and in most years between 2001 and 2003 retention rates were also high. The national certificate in engineering had low pass rates between 2001 and 2003. For the national diploma in engineering, both pass and retention rates are consistently below national averages. In 2003, for example, only 5 of the 17 students who started the course successfully achieved the qualification. For fabrication and welding competences part II, pass rates were very low in 2001 and 2002, but improved significantly in 2003. For NVQ level 2 in vehicle mechanical and electronic systems, pass rates fell between 2001 and 2003, although remaining above the low national average.

68. Students are motivated and work productively, particularly in practical lessons. The standard of practical work carried out in engineering workshops is good, particularly that of adult students. Students acquire good tool handling and machine skills and make good progress. Fabrication test pieces are well constructed and dimensionally correct. Electrical students work at a rapid pace and can make and test a circuit board with attached components. Students respond well to challenging tasks and are encouraged by the skills that they develop in a short period of time. They gain in self-confidence. Attendance in some lessons is poor.

A sample of retention and pass rates in engineering, technology and manufacturing, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
City and Guilds 2010 basic engineering competences	1	No. of starts	20	23	22
		% retention	95	78	100
		% pass rate	95	83	82
NVQ vehicle mechanical and electronic systems	2	No. of starts	35	*	25
		% retention	46	*	72
		% pass rate	63	*	39
City and Guilds 4351-01 computer-aided draughting and design using AutoCAD	2	No. of starts	94	104	86
		% retention	83	85	77
		% pass rate	86	83	80
City and Guilds 2290-02 fabrication and welding competences part II	2	No. of starts	24	30	15
		% retention	63	37	53
		% pass rate	0	27	75
NVQ engineering foundation	2	No. of starts	36	31	28
		% retention	97	90	96
		% pass rate	51	68	89
National diploma in engineering	3	No. of starts	28	17	17
		% retention	39	35	41
		% pass rate	27	33	71
National certificate in engineering	3	No. of starts	31	29	26
		% retention	58	62	81
		% pass rate	67	39	67

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

**fewer than 15 students enrolled*

Quality of education and training

69. Teaching and learning are satisfactory. Lesson plans and schemes of work are detailed. In the better lessons, teachers involve all students. Good question and answer techniques are used which engage students in discussion and establish whether learning is taking place. In two lessons, students were invited to use the whiteboard to illustrate their answer to challenging questions. In practical lessons, most teachers pay particular attention to health and safety, but in motor vehicle insufficient attention is given to the use of gloves and barrier cream when changing engine oil. In workshops, teachers are supportive, offering advice and help when needed. In theory lessons, teachers explaining technical concepts do not make sufficient use of visual aids or video material that would help students to understand and reinforce learning. In some lessons, students spend too much time copying from overhead projections. In one such lesson, students did not speak during the lesson and no attempt was made by the teacher to establish whether any learning had taken place.

70. Engineering teachers are well qualified and have appropriate industrial experience. Most workshops are well equipped and the machinery and equipment are suitable for the range of courses provided by the college. Appropriate technician support is provided. The motor vehicle section has sophisticated electronic diagnostic equipment, but it cannot be used because the motor vehicles available are old and do not have modern technology. Classrooms are generally satisfactory, although some furniture is old or uncomfortable. Students have access to computers for private study. A virtual learning environment has been developed which allows students to access relevant course materials.

71. All students have a good understanding of their course and how they will be assessed. Assessment is satisfactory. Assessment tasks are monitored by an advisory panel and all assessment documentation is screened to ensure that it is fit for purpose. There are effective systems in place for tracking student progress. Individual progress is discussed in some depth at student tutorials.

72. All students have the opportunity to take part in enrichment activities. The college offers a wide range of activities including visits to power stations, motor shows and large companies, as well as activity days and weekends climbing, walking, and go-karting. Progression opportunities are available from all courses. The college encourages employers to take advantage of staff expertise and facilities to develop courses for their employees. New courses are developed to respond to local needs. The 'Lets Twist' project (Lets Train Women in Science and Technology) has been a leading initiative in encouraging women into traditionally male-dominated engineering course areas.

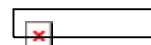
73. Interviews with appropriate staff help the student determine which course would be most suitable for them. Induction courses are held for all new students to help them settle into the college. Initial assessment tests determine if students require additional learning support in literacy and numeracy. The support is mainly offered through specialist staff in key skills lessons, although students may request individual meetings with specialist staff. Appropriate support is available for students with specific learning difficulties and/or disabilities. For example, one hearing impaired student has a specialist signer, and a student with dyslexia has one-to-one lessons with a support tutor. Full-time students have individual tutorials which include discussions about their progress, and what they need to do to improve. Punctuality and attendance are also covered. Specialist personal help is available through college counsellors or outside agencies. Students who have problems with their studies are invited to attend drop-in lessons during college holidays.

Leadership and management

74. Leadership and management are satisfactory. Courses are well planned and managed satisfactorily, although documentation is not standardised. Targets for recruitment, retention and

pass rates are set, and discussed and monitored at management team meetings. All staff are involved in the production of the self-assessment report, which was informative, but did not identify all strengths and weaknesses found by inspectors. Action has been taken to improve retention and pass rates. This includes termly reports and closer liaison with employers, and parents of students aged 16 to 18, but this has not yet had sufficient impact, particularly on the two-year, full-time national diploma course. Most teachers have been observed within the last two years, but the grades awarded were higher than those awarded by inspectors and weaknesses in teaching have not been identified or addressed sufficiently. Staff are encouraged to apply for staff development, and there is a review of individual staff development needs every two years.

Business, administration, management and professional



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

The contributory grade for trade union studies is **outstanding (grade 1)**

Strengths

- consistently high retention and pass rates for trade union, chartered institute of management and chartered institute of management accounting courses

- much good teaching and learning on trade union studies courses

- good learning resources and well-qualified and experienced staff

- extensive range of courses and progression routes

- good additional support for students

- effective management of diverse provision.

Weaknesses

- low pass rates for AVCE business and AS-level accounts

- poor retention rates of adult students on several courses

- o unimaginative teaching in a minority of lessons.

Scope of provision

75. The college offers an extensive range of courses at different levels in a variety of disciplines including marketing, accountancy, business, secretarial, and management. Courses are available at three main college sites and numerous venues in the local community. Full-time provision includes GNVQ, AS-level and GCE A-level, AVCE and NVQ courses. Examples of part-time courses include certificate in marketing, certificate in business accounting, Association of Accounting Technicians (AAT) qualifications at different levels, NVQs, and many short vocational and business skills courses. Modes of study include full time, part time, day release, evening and distance learning. There are 136 full-time students and 2,449 part-time students, the majority being part-time adult students. Some 14% of students are aged 16 to 18. There is also a large provision for trade union studies, involving part-time training for shop stewards, health and safety representatives, union learning representatives. Specialist courses are offered in ICT, pensions and employment legislation. There are 980 adult students enrolled on these courses.

Achievement and standards

76. Many courses have good retention and pass rates. Retention and pass rates are outstanding on all trade union courses. Retention and pass rates on union learning representatives and employment legislation courses were very high at 100% in 2003. The pass rates for students aged 16 to 18 studying AS-level business studies were high and 44% attained high grades in 2003. Pass rates for adults on this course were low. Very good pass rates were achieved for the Chartered Institute of Management Accountants (CIMA) stages 1, 2 and 3, certificate in management studies, certificate in first line management and the advanced certificate in marketing. Pass rates on many short course office skills courses are improving. Pass rates are low for AVCE business, AS-level accounts and accounting with computers. NVQ courses generally have improving pass rates. For example, for NVQ accounting level 2, the pass rate has improved from 67% in 2001 to 86% in 2003. Many courses have high retention rates including GCE A-level business, GNVQ foundation, certificate in management studies and all trade union courses. Retention rates are very low for the AVCE. On several courses where both adults and students aged 16 to 18 are enrolled, including AS-level business studies, the retention rate of adult students in the current cohort is poor.

77. Students' work is of a good standard in most lessons. Students are able to articulate and reason arguments logically in both business and management groups. In many accounting lessons, students eagerly worked through complex practice exercises and mock examination questions, usually successfully. Many students are working in associated employment and have a wide range of practical experiences which they bring to lessons. Students studying market influences have acute knowledge of politics and can debate and reason through the likely consequences of a transfer of power and the impact of poor financial investment.

78. Many students on trade union courses successfully progress through a range of different courses. There are many examples of well-produced portfolios and learning diaries demonstrating depth of study, detailed analysis and application to a range of different employment and trade union situations. Attendance is good in many lessons, but on the national certificate in business and finance it is poor.

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

Qualification	Level	Completion year:	2001	2002	2003
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All short trade union studies courses	various	No. of starts	1,190	1,371	1,658
		% retention	97	98	96
		% pass rate	96	97	99
GNVQ foundation business	1	No. of starts	25	18	19
		% retention	80	89	95
		% pass rate	70	44	72
GNVQ intermediate business studies	2	No. of starts	32	34	32
		% retention	69	71	88
		% pass rate	64	54	57
NVQ accounting	2	No. of starts	78	71	83
		% retention	71	75	77
		% pass rate	67	77	86
AVCE (double) business (GNVQ 00/01)	3	No. of starts	80	91	57
		% retention	75	26	37
		% pass rate	38	42	57
NVQ accounting	3	No. of starts	56	46	82
		% retention	86	83	88
		% pass rate	56	34	71
Professional development certificate in management studies	4	No. of starts	25	21	19
		% retention	100	100	89
		% pass rate	92	90	100

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

Quality of education and training

79. Much teaching is good and the teaching on trade union courses is very good. Many students are returning to learning and teachers successfully develop supportive relationships. As students' confidence develops, teachers provide a range of individual and group activities generating reflection and discussion. Students respond well to the variation in delivery styles and pace of work. Younger students express strong opinions. This is well managed by staff and contributions are expertly used to enrich lessons. Management lessons include a good range of activities, such as small group work and individual presentations. Effective team teaching is used during GNVQ foundation lessons. In a minority of lessons, there is an over-reliance on exposition, copying notes, simulated exercises and ineffective questioning, with little evaluation of learning. Some activities do not reflect industrial standards. In accounting lessons, revision exercises are used to practice skills, but in some the teacher takes too active a role in providing the solutions. In all trade union lessons, teachers establish an environment which encourages students to share experiences and knowledge, whilst building personal skills relevant to their trade union role. Students share workplace problems and discuss possible solutions. In trade union studies, regular course meetings are used to enable groups to negotiate their learning objectives and to monitor their own progress.

80. Resources are good. Teachers are well qualified and experienced. There are some excellent facilities at one of the satellite sites and the main site business skills centre is well equipped. Both operate on a drop-in basis. At peak times, demand is heavy and some part-time students either have to wait or are unable to study at their chosen time. A few classrooms are well equipped with IT equipment and two have interactive whiteboards. A computer suite can be pre-booked by course teachers. Many classrooms lack IT equipment which restricts learning opportunities. For example, in

AS-level and GCE A-level lessons, tasks using the Internet have to be set as homework. In trade union studies, there is a dedicated trade union learning centre offering support, tuition and a range of facilities including computer access.

81. Assessment and internal verification systems are good. There is a rigorous monitoring and scrutinising procedure for assignment briefs and learning materials. This includes screening for cultural issues and use of appropriate language. Students' work is marked constructively and accurately. Assessment in trade union studies is negotiated to ensure relevance to the student and their work situation whilst also meeting the objectives of the course. Teachers maintain computerised records for full-time courses which carefully track individual progress and help to identify those needing additional support. On short courses, assessment is not always systematic and student progress is less effectively monitored.

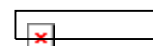
82. Management courses are tailored to fit the needs of local community. Many well-established partnerships exist. Office skills and specialist adult education courses are conducted in a variety of community venues. Students appreciate the locations and ease of access. The trade union centre has excellent external links and is highly responsive to demand from trade unions, local employers and the Trade Union Congress (TUC). The unit runs both national and regional trade union training courses and has partnerships with several companies.

83. Students are well supported. There is good integration of students with disabilities and the majority of groups are multicultural. Teachers provide effective informal support. There are effective support systems in place. There is a newly appointed student coach to work with AVCE students, who works in close partnership with teachers and students. Individual learning plans are in use for some students including GCE A level and some management students. The documentation is comprehensive. The tutorial system is satisfactory. It includes many opportunities for visiting speakers to present specialist information to the students. Students receive extensive guidance on career and job-related issues as an integral part of their course. Trade union students have access to extensive support which is freely available to them outside lessons. Teachers provide additional one-to-one tuition and learning support for those who need it. They support students who miss lessons and provide additional resources and guidance for project work. However, students rarely take up learning support from staff outside the trade union centre.

Leadership and management

84. Leadership and management are good. Good communications exist between department heads, their staff and staff in other departments. Extensive use is made of electronic communication and there is also much personal contact. Staff are kept well informed through newsletters and course team meetings. Managers set a clear direction and teachers form a cohesive team which shares good practice, resources and expertise. Clear targets and actions are agreed with progress monitored regularly. The quality assurance system in place is rigorous and effective in maintaining and improving standards. The self-assessment report was accurate and clearly identified most strengths and weaknesses. Development plans are monitored and used effectively to continuously improve the provision. Equality of opportunity and diversity are well established and implemented to a high standard throughout the provision.

Hospitality, sports, leisure and travel



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

Strengths

- good retention and pass rates on NVQ programmes for chefs

- good development of personal and social skills in sport and travel
- effective actions to enhance progression and widen participation in hospitality
- good individual support and monitoring of progress in hospitality.

Weaknesses

- poor pass rates on food hygiene courses
- poor pass rates on level 3 courses in sport and travel
- poor attendance on sport and travel courses
- too much unsatisfactory teaching and learning
- insufficient resources to support learning in hospitality
- some poor NVQ assessment practice in food preparation
- inadequate food safety policy and standards of practice.

Scope of provision

85. The department of management, hospitality and leisure studies is responsible for most courses in this area of learning for full-time and part-time students. There are currently 1,421 students, 128 full time and 1,263 part time, studying for a broad variety of qualifications. Full-time students undertake key skills at an appropriate level. A range of NVQs at levels 1 to 3 in food preparation and food service are provided in hospitality, together with a wide range of short vocational and general interest courses. The full-time sport and travel courses include GNVQ intermediate leisure and tourism and AVCEs in leisure and recreation and travel and tourism. The department of pure and

applied science manages the national diploma in sport and exercise science. There are external links with employers and other organisations. Sports facilities are shared with the University of Bradford, and sporting links are in the process of being developed with local professional sports clubs. Links with local schools provide opportunities for young people in hospitality. There are progression routes open to all students especially into employment and HE.

Achievement and standards

86. There are currently good retention rates on the AVCE course in leisure and recreation. Retention rates have been consistently good on the Community Sports Leader Award (CSLA) and Association of British Travel Agents Certificate (ABTAC) primary for three years. There are currently good pass rates on the ABTAC primary. Pass rates on the foundation studies in exercise course are poor and this programme has now been discontinued. There have been consistently poor pass rates on the CSLA. There are currently poor pass rates on AVCE leisure and recreation and travel and tourism courses and poor retention and pass rates on the national diploma in sports and exercise science. Attendance and punctuality in sport and travel classes are poor.

87. Students in sport and travel show good development of personal and social skills, particularly in terms of communications, organisation, independent learning and teamwork. There are some outstanding personal achievements in sport, with two students signing for professional rugby league clubs, with one student a British wrestling champion and three students reaching the 2004 national table tennis championships.

88. Food preparation NVQs have mostly good or better retention rates. There are very good pass rates on these programmes. The wine appreciation certificate and food hygiene courses at all levels have poor pass rates. The cookery courses for adults are performing well.

89. There are some poor standards of work and recent slow progress at NVQ level 1 due to staffing difficulties. Students' progress relative to prior attainment is satisfactory. Students comment that their confidence levels are raised considerably on hospitality courses. Development of personal and learning skills is satisfactory in hospitality. Attendance during inspection in hospitality was satisfactory overall, and generally good punctuality was observed.

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

Qualification	Level	Completion year:	2001	2002	2003
NVQ preparing and serving food	1	No. of starts	21	17	28
		% retention	86	29	75
		% pass rate	89	100	90
Intermediate food hygiene certificate	2	No. of starts	*	32	43
		% retention	*	97	81
		% pass rate	*	52	66
NVQ food preparation and cooking	2	No. of starts	20	15	*
		% retention	63	73	*
		% pass rate	91	73	*
CSLA	2	No. of starts	29	29	31
		% retention	83	93	90
		% pass rate	0	36	46
AVCE travel and	3	No. of starts	40	27	42

recreation (GNVQ leisure and tourism 2000/01)		% pass rate	56	60	61
National diploma in sports and exercise science	3	No. of starts	29	18	19
		% retention	59	72	42
		% pass rate	88	100	38

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

**fewer than 15 students enrolled*

Quality of education and training

90. There is too much poor teaching and learning across the curriculum area, especially in sport and travel. There is an inconsistent approach to the production of lesson plans and these are generally poor. Typically, lesson plans lack detail and contain little reference to learning outcomes in sport and travel. In hospitality, they are often more task orientated and insufficiently learning focused. There is an over-reliance on verbal instruction, which is not always fully understood by students who are confused by the use of technical terms. Across the area there is little reference to differentiation of teaching or recognition of preferred learning styles. In the poorer lessons, even those with low student numbers, there is insufficient differentiation of tasks to meet the individual needs of students. Ineffective use of questioning is made by some teachers to test students' knowledge and to challenge their understanding. Insufficient use is made of ICT in practical and theory sessions. In sport and travel, there were instances of teachers arriving late for classes. In the better hospitality lessons, students are fully engaged in their learning, work confidently and are keen to seek support. Good forward planning by staff and students leads to individually selected tasks and assessment choices in practical sessions. Schemes of work are comprehensive, provide good coverage of the syllabus and are developed to reflect current industrial practices.

91. Some sports students use the good practical sports facilities at the university, whereas others use the more limited facilities at the college. All full-time students benefit from having the use of a base room. Across the area, teaching rooms are fit for purpose and the supply of specialist equipment is satisfactory. Staff are suitably qualified with a wide range of experience, although hospitality staff do not keep their key competencies sufficiently up to date. Students' work in a well organised, safe and controlled environment. There are underdeveloped IT resources within teaching, little use of powerpoint presentations, laptop computer-based resources, Internet or visualisers. Some learning resources in hospitality are not developed sufficiently to specify product and process requirements precisely. This results in many questions for teachers.

92. Initial assessment is satisfactory for all students and leads to an accurate identification of learning needs. Assignments have clearly expressed assessment criteria and are planned and given out at appropriate intervals. Sports and travel students would appreciate an earlier marking of assignments and feedback on their performance. Assessment planning is thorough and reflects individual student needs. The assessment recording system is satisfactory and well used by staff and students. The assessment and moderation of non-NVQ courses are satisfactory. Monitoring systems are adequate and records of students' progress are kept up to date. In hospitality, there are instances of invalid evidence being used for some students' assessment because it relies inappropriately on intervention by the assessor. Not all staff understand sufficiently how to interpret what constitutes competence. There is an over-reliance on summary assessment to confirm competence in some units. Assessment feedback to students often lacks sufficient detail.

93. A good range of additional courses are available for students in sport and travel and a good range of enrichment activities are offered for staff and students across the college. There is a lack of entry level, level 1 and 14-to-16 provision currently available and insufficient vocationally related adult provision. Hospitality programmes are responsive to local circumstances and meet the needs of most students. There is a wide range of courses on offer from entry level to level 3, with

opportunities to gain additional awards. Courses clearly meet the needs of students and help students develop the skills they need for future employment. Strong partnerships with employers enhance opportunities for work placements and the development of bespoke courses. Skills for working life provision offers growing progression opportunities and widens participation. There are good links and activities with secondary schools. Enrichment opportunities for hospitality students are adequate.

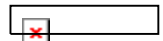
94. The hospitality food safety policy is inadequately applied and staff are not fully aware of their responsibilities in implementing it. Many food safety control procedures are poorly adhered to and there are some poor hygiene practices. Ventilation in the main restaurant kitchen is poor.

95. Both group and individual tutorials are effective and there is good material and financial support for students. Course information and student induction are satisfactory. Careers and progression advice and guidance are constructive. A good level of encouragement is given to students interested in progressing to HE. Tutorials help satisfy the pastoral and personal needs of students, and are good in promoting employability skills and an awareness of progression opportunities. In hospitality, there is very good use of individual learning plans, which have a high level of student ownership. There is effective use of action planning and short-term target setting.

Leadership and management

96. Leadership and management are unsatisfactory and there is some ineffective course organisation. Strategic course planning for sport is hindered by the fragmentation of sports provision between two departments. Communications with staff and students are effective. Good communication between staff ensures an effective response to action plans. Staff work productively at course team level and there is some sharing of good practice. Arrangements for staff appraisal are based upon staff development discussions and are in the process of becoming formalised. The majority of staff take up development and training opportunities, but this is not always linked to strategic needs. Students and staff are fully aware of equality of opportunity and diversity issues and students value the fact that they are all treated equally. Internal verification has identified, but failed to rectify, poor assessment practices in the NVQs in hospitality. The self-assessment report is well written and structured. However, it failed to identify some of the weaknesses identified at inspection. The college's assessment of the quality of its teaching and learning in the curriculum area is significantly different from the provision assessed by inspectors.

Hairdressing and beauty therapy



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

Strengths

- good progression to higher level courses

- excellent resources in holistic therapies, media make-up and science

- good range of courses in community centres.

Weaknesses

- low retention and pass rates on some courses

- too few assessment opportunities

- lack of full-time entry and level 1 courses.

Scope of provision

97. The college has a CoVE in beauty and complementary therapies. The college offers a range of full-time and part-time courses at different levels. Full-time courses include NVQs in hairdressing and beauty therapy and a national diploma in applied science (beauty). Part-time courses include NVQs, nail technology, beauty specialist diploma, and a range of courses in complementary therapies. Asian bridal make-up and Mehndi skin decoration are offered in the community. There are 226 full-time and 1,528 part-time students. About 20% of students are aged 16 to 18. There are also opportunities for young people aged 14 to 16 to sample a range of vocational skills in hairdressing and beauty therapy.

Achievement and standards

98. Hairdressing courses generally have high pass rates and low retention rates. For example, the NVQ level 2 had pass rates well above national averages between 2001 and 2003, but retention rates were well below national averages in 2001 and 2002. Retention rates did improve in 2003. Within the CoVE, most pass rates are satisfactory. For example, pass rates for the beauty care short courses are similar to national averages. Pass rates for the beauty specialist diploma are good. Pass rates for the national diploma are below national averages, but retention rates improved over the period 2001 to 2003 to well above national averages. The quality of students' work is generally satisfactory and in beauty, complementary therapies and science some work is good. Attendance and punctuality are satisfactory. Progression is good and there are many examples of students progressing from level 2 through to HE.

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

Qualification	Level	Completion year:	2001	2002	2003
Beauty care short	1	No. of starts	146	199	141
		% retention	78	82	87
		% pass rate	77	82	82
NVQ hairdressing (2 years)	2	No. of starts	133	117	172
		% retention	44	35	45
		% pass rate	80	85	90
NVQ beauty therapy (1 year)	2	No. of starts	50	*	60
		% retention	78	*	78
		% pass rate	31	*	72

National diploma in applied science (beauty)	3	No. of starts	20	18	22
		% retention	40	67	86
		% pass rate	75	75	79
Beauty specialist diploma	3	No. of starts	*	26	19
		% retention	*	77	84
		% pass rate	*	95	94

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

*fewer than 15 students enrolled

Quality of education and training

99. Teaching and learning are satisfactory. In the best lessons, students work competently and independently and show both initiative and good skills. In one beauty therapy anatomy and physiology lesson, students were taught to listen to their heartbeat using a stethoscope and to take their own pulse. The results were documented on a bar chart. The teacher used a three-dimensional model to simplify and explain the anatomy and physiology of the heart which helped students to understand. In many lessons, students show insufficient development of occupational and technical skills, and lessons often take place in an unrealistic working environment. In some lessons, there is a lack of challenging teaching and learning methods to engage and motivate the students.

100. There are excellent resources within the CoVE in complementary therapy, media make-up and science. The complementary clinic is a modern, well-equipped large open area. It is well planned and includes a reception area and four private consultancy rooms where students are able to carry out case study work. The media make-up studio is exceptional, well designed, with up-to-date equipment and resources. Science laboratories are very good and provide opportunities for the teaching of beauty therapy science and other associated subjects. Other hairdressing and beauty salons are satisfactory. The reception areas use a computerised appointment system and retail facility. There is a good spa pool and sauna. Classrooms are good with whiteboards, computers and data projectors. Teachers have appropriate qualifications with industrial experience and regularly update their skills. In hairdressing, there have been many staff changes which has had an adverse impact on student progress. There is well-qualified technical support.

101. There are too few assessment opportunities for students. Most students are not aware of whether they are making satisfactory progress and do not understand long-term assessment plans. Assessment targets are not set during tutorials and some students do not understand the assessment recording system. Some students have not achieved any full units of their course after eight months study. There is a lack of clients for students to practise on and develop their skills which also restricts assessment opportunities. Internal verification is satisfactory and a standardised internal verification system is used across all areas of work.

102. There are no full-time entry and level 1 courses and as a result some students are enrolled on courses at an inappropriate level. There is an appropriate range of courses in community centres, including some which target minority groups and students who would not normally attend college. There is good progression from these courses into mainstream provision. Students have access to a range of enrichment activities. These include demonstrations, manufacturer product training, exhibitions, competitions and external visits.

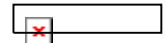
103. Students receive satisfactory support. Induction is effective in helping students to settle into college. Students value the informal support provided by their teachers. Students have an initial assessment, which identifies additional learning support needs. Additional support includes in-class support where support staff and teachers work effectively to help students to develop their skills. However, not all hairdressing students who are identified as needing support actually take up the support offered. Tutorials are satisfactory and include a termly review with the personal tutor.

However, no assessment targets are set. Students are aware of the range of pastoral support available.

Leadership and management

104. Leadership and management are satisfactory. Course teams meet regularly and minute their meetings. Part-time staff are fully involved in the planning and monitoring of provision. Hair and beauty staff work well as a team. New staff are appointed a mentor. There is no formal appraisal process, but managers do have development discussions with their staff. There are many opportunities for staff development. Equality of opportunity is promoted and all staff, including technicians, receive training. The observation of teaching and learning takes place on a two-year cycle. The CoVE is developing links with industry and there are clear progression opportunities. Management of the CoVE is satisfactory. There are effective links with the CoVE in science which provide unusual opportunities for beauty therapy students. These include opportunities to study the formulation and science of cosmetic products and progression to a degree in cosmetic science. Arrangements for the cover of teachers absent through long-term illness are unsatisfactory. Staffing absences and shortages in hairdressing have restricted curriculum development. Quality assurance arrangements include the collection of student views. The self-assessment report does not identify all weaknesses identified by inspectors. Managers have taken steps to address weaknesses identified in the full-time combined hairdressing and beauty therapy course which had very low retention rates.

Health, social care and public services



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

Strengths

- good retention rates on most courses

- good pass rates on first diploma in public services and certificate in childcare and education

- good progression across a broad range of courses

- much good teaching and learning

- high standards of students' work

- good resources to support learning.

Weaknesses

- low and declining pass rates in 2003 for first diploma in care and national diploma in health studies
- staff shortages disrupting students' learning.

Scope of provision

105. The college offers a range of full-time and part-time courses from entry level to level 3 in health, care, early years, counselling and stress management. Full-time courses include the CACHE certificate and diploma in childcare and education, first diploma in care and the national diploma in health studies. Part-time courses are offered on a day or evening basis. The national certificate in early years and the national diploma in health studies are offered on either a full-time or part-time basis to meet the needs of employed students. The college also offers the CACHE foundation award in caring for children to young people aged 14 to 16. Short courses are developed to meet identified training needs. There are 1,145 students in total, with 715 aged 16 to 18 and 396 adults. Some 320 students are enrolled on full-time courses, with 825 students studying on a part-time basis.

Achievement and standards

106. Retention rates are good on most courses, particularly the CACHE diploma in childcare and education where they have been well above national average for the three years 2001 to 2003. Pass rates on the first diploma in public services and the certificate in childcare and education are good and are above the national average. Most other courses, including the diploma in childcare and education and public and adult first aid have satisfactory pass rates. However, pass rates on the first diploma in care are low and pass rates for the national diploma in health studies have declined. Pass rates for both courses are well below the national average.

107. There is good progression across a broad range of courses. There are clear progression routes and there are examples of students who have successfully progressed from entry level courses through to HE. Students produce a high standard of work. Standards achieved in lessons, coursework and assignment work are good. At advanced level, students are able to analyse complex information and data effectively and they are able to link theoretical perspectives to practice. During one lesson, the students analysed data for a 10-year period in the Bradford area to evaluate sociological and demographic trends. The students showed a clear knowledge and understanding of the activity and the impact of change on the community. They were able to present the information to the group using a range of relevant graphs and charts which enabled them to develop key skills as well.

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

Qualification	Level	Completion year:	2001	2002	2003
CACHE certificate in childcare and education	2	No. of starts	*	18	30
		% retention	*	72	96
		% pass rate	*	92	90
BTEC first diploma in public services	2	No. of starts	22	17	19
		% retention	59	82	84

		% pass rate	54	93	100
BTEC first diploma in care	2	No. of starts	34	33	20
		% retention	68	94	75
		% pass rate	70	61	40
BTEC national diploma in early years	3	No. of starts	23	28	**
		% retention	83	61	**
		% pass rate	89	94	**
BTEC national diploma in health studies	3	No. of starts	19	23	39
		% retention	58	61	64
		% pass rate	64	86	44
CACHE diploma in nursery nursing/ DCE	3	No. of starts	33	43	35
		% retention	73	58	71
		% pass rate	92	96	84
Public and adult first aid		No. of starts	237	274	178
		% retention	87	82	92
		% pass rate	90	90	85

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

*course did not run

**fewer than 15 students enrolled

Quality of education and training

108. There is much good teaching. Lesson plans are detailed and teaching is differentiated to meet the needs of students. The relationships between staff and students are good. In the better lessons, teachers use a variety of teaching strategies effectively and appropriate resources to develop student knowledge and understanding. Attainment and progress in some lessons exceed that expected for the particular level of course. In one lesson, a teacher working with a certificate in childcare and education group had planned the lesson to a very high standard. The students were well briefed about the lesson objectives and were set very demanding tasks on the employment of staff. They worked well through the tasks and were challenged and questioned effectively by the teacher. The standard of the presentation produced by the students was excellent and feedback from the teacher was good. The lesson and the activity were clearly linked to the assignment brief. A teacher in an IT lesson used the computer linked to an electronic whiteboard to demonstrate the use of databases. A minority of lessons, although satisfactory, are unimaginative and bland. There is too much teacher exposition with too little student interaction.

109. There are good resources to support students in their learning. Visual aids are plentiful and are easily accessible. Accommodation is comfortable with good lighting. The library has an excellent book and periodical stock and knowledgeable library staff. Resources to support practical activities are extensive, and students and teachers use them to good effect.

110. Assessment is rigorous and accurate. Internal verification is robust. External verifier reports support internal judgments. Assignments are well constructed, marking is stringent and feedback is constructive.

111. Enrichment activities provide students with good opportunities to gain additional qualifications. Courses such as first aid and basic food hygiene provide students with much useful knowledge to

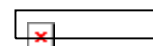
aid them in their studies, placement practice and progression to employment. Good European links have been developed to enrich the curriculum. Approximately 15 students each year visit establishments in a range of European countries to review practices. Students benefit from high-quality practical work placements to consolidate their learning.

112. Students are supported in their studies. There is a tutorial system in place and students have both individual and group tutorials. Students are given careers guidance from an early stage, before they enrol and throughout the course. There is good support for students on work placement. Students with additional learning support needs are referred appropriately and receive suitable support. This is clearly documented.

Leadership and management

113. Leadership and management are good. There is a clear focus on providing high-quality teaching and learning. There is a clear structure which ensures effective management of the three areas within the department. Communication is good and staff work well together as a team. They attend regular departmental meetings which are minuted. All staff are involved in the compilation of the self-assessment report. Grading of the report is accurate. Staff development is good. There is a good range of in-service training and effective dissemination of good practice within the department. Some staff are studying for post-graduate qualifications. Staff development discussions and observations of teaching and learning inform managers of the training and development that is needed. Staff absence and shortages have led to some students having three changes of teacher in one year, and permanent teachers have experienced increased workloads. These staffing problems have impacted on the continuity of students learning and experiences.

Visual and performing arts and media



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

Strengths

- high pass rates on most level 3 courses

- well-developed practical skills

- good accommodation and resources

- good support for full-time students.

Weaknesses

- low retention rates on some courses

- too much uninspiring teaching

- poor curriculum management of adult programmes

- ineffective quality assurance.

Scope of provision

114. The college offers full-time vocational provision at levels 1, 2 and 3 in the visual arts, including the diploma in foundation studies in art and design and a wide range of specialist national diplomas in design. Full-time vocational provision in the performing arts is offered at levels 2 and 3. Additionally, a broad range of AS-level and GCE A-level options is available for mainly full-time students aged 16 to 18 and an extensive range of part-time courses are available for adults studying in the community. Courses for adult students are provided in 70 learning centres in the community. Over 2,000 students take practical crafts subjects in many specialist areas. Many of these students are from disadvantaged communities.

115. At the time of the inspection, there were 665 students aged 16 to 18 enrolled on mainly full-time courses and 3,232 students aged 19 and over enrolled mostly on community-based part-time programmes.

Achievement and standards

116. Pass rates are high on most level 3 courses including, GCE A-level art and design, AS-level and GCE A2 level media studies, the diploma in foundation studies in art and design, the national diplomas in design and the national diploma in music technology. Retention rates are low on the GNVQ foundation and intermediate in art and design, on GCSE art and design and drama, on some AS-level provision and on some part-time courses in the community. Attendance on full-time courses in visual arts is satisfactory; however, it is poor in performing arts, music and in some part-time provision.

117. The standard of students' practical work is good and on both full-time and part-time courses. Students use a wide range of media and techniques to develop their ideas. In fashion a student used a collage of sculpted paper and pieces of metal for a project entitled 'Urban Commandos'. A student on the foundation diploma produced a high-quality textile sketch book on the theme of fossils using felt, embroidery, weaving, and paper making to develop ideas for an embroidered cushion. In multimedia, fashion, interior design and graphics, students' used ICT to present high-quality illustrations. Technical skills in drawing from direct observation in life drawing and in initial research for projects are not well developed. In too many cases, students rely on second-hand or computer-generated images for the development of ideas. The skills of evaluation and critical analysis are not sufficiently well developed. The standard of students' work in some classes in the community is good. For example, students in GCSE photography class are able to use a variety of media and styles to achieve a good standard of creative work and the students on the Asian women's dressmaking class have achieved high levels of technical skill in a short period of time.

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

Qualification	Level	Completion year:	2001	2002	2003
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Certificate in practical craft (short)	1	No. of starts	100	100	149
		% retention	67	85	88
		% pass rate	79	35	75
Certificate in practical craft	1	No. of starts	1,766	1,227	1,729
		% retention	84	86	83
		% pass rate	84	88	88
GCSE art and design	2	No. of starts	*	28	43
		% retention	*	79	70
		% pass rate	*	86	73
Northern Council for Further Education (NCFE) practical craft	2	No. of starts	72	717	271
		% retention	88	96	92
		% pass rate	76	93	90
National diploma in design	3	No. of starts	58	54	68
		% retention	66	70	74
		% pass rate	92	97	88
National diploma in music technology	3	No. of starts	*	17	19
		% retention	*	65	79
		% pass rate	*	91	87
Diploma in foundation studies in art and design	3	No. of starts	60	75	71
		% retention	90	99	99
		% pass rate	100	97	94
AS-level dance	3	No. of starts	16	21	20
		% retention	63	62	60
		% pass rate	70	31	58
AS-level media studies	3	No. of starts	29	66	48
		% retention	83	79	79
		% pass rate	83	62	89
AS-level art and design	3	No. of starts	159	197	200
		% retention	91	81	81
		% pass rate	76	90	92

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

*fewer than 15 students enrolled

Quality of education and training

118. Although mostly satisfactory, too much teaching is uninspiring and students are not challenged to achieve their full potential. Teaching in practical lessons is better than in theory lessons. In the better lessons, learning objectives are communicated clearly to students and a range of teaching styles are used. Teachers use open questioning techniques to check that students understand their briefs and to promote learning through discussion. Students have the opportunity to work individually and to learn from each other by working in groups, and assignments are well crafted to allow them to use their technical skills to develop their own ideas. For example, after music technology students

had acquired the necessary basic technical skills, they were set challenging tasks, with support from the teacher, to express their own ideas in the composition of innovative sound tracks.

119. In less effective lessons, there are no learning objectives, it is not clear what the students are expected to achieve and the teacher talks for too long without checking whether students are learning or engaged. In these lessons, learning activities are poorly structured and the individual needs of students are not sufficiently addressed through differentiated activities. In one performing arts lesson, the teacher talked for 50 minutes without checking the students were learning.

120. Most teachers and technicians are well qualified. The majority of full-time teaching staff hold relevant teaching qualifications and many have a wealth of specialist industrial experience which they use to bring relevance to the learning experience. A high proportion of part-time teachers do not have relevant teaching qualifications. Accommodation and resources to support learning are good. The fashion workshop has an extensive range of industrial and domestic sewing machines, access to weaving looms, knitting machines, textile printing facilities with the use of a commercial off-site digital printing to allow students to produce lengths of fabric, access to weaving and machine knitting facilities. The Yorkshire Craft Centre, adjacent to the visual arts accommodation, provides an excellent venue for students to benefit from exhibiting in a professional gallery. Many community venues are attractive places to learn, with good resources and equipment. The recently extended Bolton Royd Centre has an art studio, a pottery workshop, a fashion room and a professional gallery area. This facility is valued by students and teachers.

121. Assessment and the monitoring of student progress are satisfactory. Internal verification and standards moderation are carried out in line with college policies and assessment meets external requirements. Moderation reports are received and commented upon by senior managers, with timely responses from course teams. Full-time students receive regular assessment feedback on the quality of their work, during lessons and tutorial reviews. This helps them to identify what they need to do to improve. Most students understand the course assessment process which is explained during induction. The course and student handbook also contains useful information on how progress will be monitored. Initial assessment of literacy and numeracy is carried out for the majority of full-time students during induction. The results from these tests are used along with the information about previous qualifications to set overall targets for achievement of qualifications and to identify students in need of additional support. The use of individual learning plans to set and monitor students' targets for improvement is underdeveloped. Initial assessment and the monitoring of progress of adults on part-time provision in the community are inadequate. Parents of full-time students are kept informed about progress through parents' evenings.

122. The curriculum is enriched by additional studies which enable students to develop a wider range of skills. Enrichment activities include workshops with professional artists, and trips to the theatre and galleries. There is a wide range of courses in the community to widen participation and reflect the diverse needs of the community. However, there are few opportunities for students in the community to progress to part-time courses at levels 2 and 3. Key skills are not integrated into performing arts lessons. Although performing arts tutors gather the evidence to create the portfolios, in many cases students are unaware they are doing key skills.

123. Support for students is good. All students receive an induction which is effective in preparing them for their course of study. Systems for monitoring and improving attendance on full-time visual arts courses have only recently been introduced. It is too early to judge the effectiveness of these procedures and at the time of inspection there were still pockets of poor attendance. The procedures for following-up poor attendance and punctuality of part-time students make appropriate allowances for the external constraints and demands they face. Arrangements for tutorial for full-time students are good. All have a personal tutor and there are regular individual and group tutorial which are valued by students.

124. Initial assessment of full-time students levels of literacy and numeracy is carried out during induction. Additional support is provided in lessons or in cross-college workshops. Attendance at workshops for those diagnosed in need of support is not compulsory and is not monitored. There is good central support for full-time students' with personal and financial problems and good advice about progression to the next stage of education.

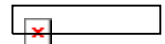
Leadership and management

125. Leadership and management of full-time courses are satisfactory. There is effective informal communication and course teams work well together.

126. Curriculum management of adult programmes in the community is poor. The curriculum has not been planned coherently to allow progression between levels. Support for new part-time lecturers is poor; some do not receive an induction to the college and were not aware of the assessment regimes for the qualifications they were teaching. Others are unsure about the support services available for students. Part-time students in the community do not have access to tutorial support or to formal initial assessment. In some cases, adults are either on the wrong level of programme or they are repeating the same courses several times as there are no opportunities for progression.

127. Quality assurance is ineffective in developing strategies to improve attendance, and to improve levels of retention on full-time vocational courses at levels 1 and 2 and on some AS-level provision. Course reviews are not sufficiently rigorous in identifying the reasons for the low retention rates, some are completed by course tutors working on their own and staff are not always aware of targets to raise standards. Course documentation for courses in the community is poorly completed and evaluation of these programmes is poor. Feedback to teachers following lesson observation is not always clear enough to inform necessary improvements to teaching.

English, communication, English as a foreign language and humanities



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

Strengths

- good pass rates on many courses

- good proportion of high grades in advanced level English language, psychology, certificate of advanced English and Cambridge first certificate

- much good teaching and learning

- wide range of provision

- very good support for students

- very good curriculum management.

Weaknesses

- low pass rates in GCE A2 sociology and key skills level 3 communications
- poor attendance on much part-time evening English as a foreign language provision.

Scope of provision

128. The college has a broad range of programmes in English, English as a foreign language and humanities. In English, there are 80 full-time and 46 part-time students enrolled on AS-level and GCE A-level courses. Some 390 full-time and part-time students are studying for their GCSE English and similar numbers are enrolled on pre-GCSE courses.

129. Most students on English as a foreign language courses are adults. There are 155 students enrolled on full-time courses and 371 attend part time. Classes available range from beginners' to advanced levels. In addition to general English classes, students can attend optional classes. These include English for tourism, business and making a video. Humanities provision is offered in the departments of general education, adult education and business studies. There are 956 students enrolled on humanities courses. There are 482 students aged 16 to 18, and 474 adult students. Courses are offered at levels 1, 2 and 3. Most students study at the main site, although a significant number study at local venues in the day and evening. The departments offer full-time advanced level programmes for students aged 16 to 18 and a certificate for mature students which prepares students for university level study. There is a substantial full-time GCSE provision, as well as a number of level 1 courses in the community, such as psychology, archaeology and genealogy.

Achievement and standards

130. Pass rates are good on many courses. They are above national averages in GCSE English. Pass and retention rates exceed national averages on most of the English as a foreign language qualifications. In 2002/03, students on certificate of advanced English and first certificate English short courses were twice as successful as the national figures. In 2002/03, 57% of GCSE sociology students, and 63% of GCSE psychology students achieved A* to C grades in these subjects compared to national figures of 40% and 51%, respectively. Pass rates in AS-level psychology and GCE A-level psychology are also good. On other AS-level courses, the pass rate comfortably exceeds national averages. On the GCE A2 psychology course, the pass rate in 2002/03 was 93% against a national average of 74%. Pass rates for GCSE law and GCSE psychology are good. The pass rate for students on the Certificate for Mature Students is good, though it dipped from 95% in 2001/02, to 79% in 2002/03. Retention rates on most courses are satisfactory or better when compared with national averages.

131. There is a good proportion of higher grade passes. A significant number of students achieve higher than their prior attainment might suggest. In 2002/03, in English as a foreign language qualifications, the certificate of advanced English and first certificate English higher rate passes were more than double the national figures. Advanced level psychology students perform better than expected according to their prior achievements, and many achieve high grades compared to national averages.

132. There is low achievement on key skills communication level 3, with results significantly below the national figures. The pass rate in advanced level sociology in 2002/03 was also poor. Only 57% of students achieved a pass, compared to a national figure of 94%.

133. Most students make good progress. They acquire the necessary skills to become more self-reliant students. In English, teachers encourage students to illustrate their views with textual references and to learn to express themselves succinctly using appropriate technical language. English as a foreign language students develop confidence and competence in all four language skills. They join in classroom activities enthusiastically. Higher level students are able to use a range of advanced structures. They can talk and read at length about a text and put forward their views using well-constructed and fluent language. In an advanced reading class, students analysed a complex reading text on travel in Antarctica. They used their knowledge of grammar to successfully complete a challenging comprehension exercise.

134. Attendance is poor on many part-time evening English as a foreign language courses. During inspection, 58% of enrolled students were present at the observed evening classes. Attendance was atypically low on level 2 English courses. Punctuality is not good in many English lessons.

135. Progression to HE is good. Many students from English, English as a foreign language and humanities move on to university courses.

A sample of retention and pass rates in English, communication, English as a foreign language and humanities, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
PET (UCLES) (short course)	Entry	No. of starts	100	72	98
		% retention	100	97	97
		% pass rate	76	71	68
First certificate English as a foreign language (short course)	1	No. of starts	135	119	63
		% retention	97	88	95
		% pass rate	59	61	97
GCSE English language (short course)	2	No. of starts	216	317	298
		% retention	96	96	93
		% pass rate	45	63	59
Key skills communication (1 year)	3	No. of starts	153	17	199
		% retention	84	88	74
		% pass rate	0	13	16
AS-level English literature	3	No. of starts	49	69	34
		% retention	73	84	68
		% pass rate	53	72	91
GCE A-level English language	3	No. of starts	65	26	21
		% retention	60	77	90
		% pass rate	92	100	84
AS-level psychology	3	No. of starts	54	91	122
		% retention	85	77	75
		% pass rate	57	86	85
GCE A-level sociology	3	No. of starts	*	18	24
		% retention	*	89	88
		% pass rate	*	94	57
Certificate for mature	3	No. of starts	27	24	31

students (humanities and social sciences)	% retention	85	92	77
	% pass rate	83	95	79

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

*course did not run

Quality of education and training

136. Much of the teaching and learning is good. Teachers share a culture of achievement and aspiration for their students. They work hard to achieve this. Lesson time is well utilised. Teachers make good use of question and answer activities to elicit responses from students, and to encourage them to take an active part in class. Paired and small group work provides many opportunities for individual help and guidance, and develops peer support. Teachers know their students well and are able to help them effectively. In the most effective lessons, teachers use well-contextualised materials and tasks. In an upper intermediate English as a foreign language class developing skimming and scanning reading skills, the teacher effectively used the students' newly published enrichment timetable to set up the activity. Most students are keen to learn and concentrate well, although a minority are reluctant to become fully involved in their lessons. Able students are challenged effectively, and they produce perceptive and accurate contributions.

137. In humanities, in a certificate for mature students' history lesson about the Second World War, the teacher used historical source material consisting of contemporary photographs depicting life going on as normal amidst bombed buildings. Students were invited to consider the messages conveyed in these photographs. Students responded enthusiastically and perceptively in the subsequent debate. This followed skilful questioning by the teacher about the role of propaganda during wartime. Teachers helped students to prepare for their forthcoming examinations. Many lessons involved examination practice activities helping students to develop useful examination tackling strategies. In some lessons, there is close scrutiny of past examination papers, reviews of students' performance in mock exams, assignments and study of examiners' reports. Many staff are themselves examiners and they make good use of their experience to support students. There is little use of blended learning in English as a foreign language classes.

138. In less effective classes, there is insufficient participation in class activities by all students, and not enough reinforcement of learning. Inspectors did not observe any teaching that was outstanding.

139. Teachers are well qualified in their subject, and most hold an appropriate teaching qualification or are working towards one. Most English as a foreign language staff hold a specialised English language teaching qualification. There are ample staff development opportunities. Resources to support learning are good. The well-stocked library more than meets the needs of advanced students. It has multiple copies of key textbooks and learning materials. In English as a foreign language, there is an extensive range of current course books and supporting materials. There are class sets of many books for students to use at college. Students have flexible self-access to a well-equipped specialised learning resource centre. In English, the communications workshop caters well for the needs of individual students where students can make progress at their own most productive pace. Classroom accommodation is generally satisfactory, with the odd mismatch of room to class size.

140. Assessment of students' work is thorough. Teachers write detailed and constructive comments on assignments, which help students to improve. Close attention is paid to spelling, punctuation and grammar. Marked work is returned promptly.

141. In English, there is extremely effective formative assessment, including copious annotation. It makes a significant contribution to the good GCSE English pass rates. Teachers plan, organise and supervise coursework with great care. External moderators' reports are frequently complimentary. In English as a foreign language, internal verification is effective. Measures to ensure general marking standards are good. Teachers regularly cross mark work to ensure consistency and fairness.

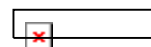
142. A wide range of provision provides good progression routes and a broad curriculum offer. There are good links with local organisations. In English as a foreign language, there are National Health Service (NHS) partnership links to provide innovative courses to meet the specialised language needs of medical staff. In humanities, there are links with the local university, which guarantee a place on a range of undergraduate courses for successful mature students. There is a satisfactory range of enrichment activities in English and humanities. English as a foreign language students benefit from an extensive choice. There is a thriving International Society with weekly events. Once a term, there are weekend visits to the Lake District or further afield. The very flexible Open English provision in the communications workshop, which enables students to study for GCSE English, provides the only opportunity for students to retake the examination in the district. Open all day and evening it is highly popular with students. Teachers focus on the individual and small groups so that students are able to learn and make progress at the pace best suited to them. Progression opportunities throughout the provision are good.

143. Students receive very good support from their tutors, teachers and cross college staff for both pastoral and academic needs. Individual support is particularly strong in the workshop for English students where each student can make progress at an appropriate speed. Humanities advanced level tutorials take place weekly and students receive comprehensive and timely advice on university applications, careers, study skills and pastoral matters. English as a foreign language students praise the care provided by teachers and central services.

Leadership and management

144. Leadership and management are very good. Managers set a clear direction for staff and they communicate effectively with them through regular and purposeful formal meetings. Administration is efficient, pastoral support is very caring and most managers are good role models in their teaching. Teaching observation programmes take place regularly. These observations contribute to improving the effectiveness of teaching. Staff development is good and well supported. The management and co-ordination of key skills has recently been re-organised as part of the college's quality improvement strategies, but it is not yet possible to judge the impact of this on pass rates. There is insufficient use of pass and retention rate data by individual teachers in humanities, in course evaluations at the end of the year. In addition, there are some inconsistencies between departmental and college management information data. All staff contribute to course reviews and the quality assurance process. Student opinion is sought periodically as part of quality assurance procedures. Inspectors largely agreed with the findings of the self-assessment reports.

English for speakers of other languages



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

Strengths

- very good learning environment at Bolton Royd Centre

- extensive provision for hard to reach women students

- good personal support for students.

Weaknesses

- inadequate use of individual learning plans

- too much unsatisfactory or poor teaching

- insufficient formative assessment and feedback

- insufficient progression opportunities

- weak programme management.

Scope of provision

145. The programme comprises three strands: community courses, intensive courses and pre-ESOL courses which focus on mother tongue literacy. There are around 330 separate classes a week, 225 of which are for women only, taught at 30 different learning centres. About three quarters of the 1,625 students are women. There are 81 students aged 16 to 18, but separate provision is not made for them. As students are enrolled throughout the year, the total number will increase; the figure for 2002/03 was 1,918. Classes are almost entirely at entry level, with only four designated as level 1. In the larger centres, classes are consolidated so that students can attend three or four times a week. Of the 70 teaching staff 54 are part time. The recently appointed co-ordinator of the programme manages 18 teacher/organisers, each responsible for provision in an area of the city or a type of work, such as with asylum seekers.

Achievement and standards

146. Overall retention rates in 2002/03 were satisfactory at 77%. The main qualification, the Trinity College of London spoken English examination, is offered at a range of levels. In 2002/03, 1,171 students, 61% of the overall total, were entered for the test. Of these, 377 were also entered for the college's internally verified NCFE ESOL literacy certificate at entry levels 1 to 3 and a further 9 for the literacy certificate only.

147. In 2002/03, although 864 students achieved a Trinity award, a pass rate of 83%, nearly all achieved at low levels. The highest proportion of awards achieved are at levels 1 to 3, below national curriculum entry level one. Only a small proportion achieved at the equivalent of entry level 3 or level 1. Only 170 students achieved the full NCFE qualification, 44% of those entered. This is an unsatisfactory level of achievement.

148. The standard of students' work in the best lessons is good and these students have well-organised course files and clear learning goals. However, in many classes individual learning plans are inadequate. The bulk of learning goals is the same for the whole group of students and is guided by the requirements of the qualification. Most have only one or two personal learning goals and

these are generally insufficiently precise or undemanding. Unsatisfactory use is made of individual learning plans to record achievement and there are no effective arrangements to monitor their quality.

149. Poor attendance or punctuality impedes progress for many students, with an average attendance of only 61% in lessons observed. Students report positively of how they have gained confidence in their ability to use English in a variety of social contexts, such as in schools, as a result of their classes.

Quality of education and training

150. Too much teaching and learning are unsatisfactory and the overall quality is well below the national average. Only 40% of teaching is good or better and almost 18% is less than satisfactory. In the better lessons, teachers use an appropriate range of techniques and maintain a challenging pace to develop students' language skills and to provide them with opportunities to practise spoken English in a realistic context. For example, in one lesson, students were put under pressure to answer questions from the teacher and from each other to test the language structures they had learned. They were encouraged to correct their own mistakes where they could.

151. In many lessons, students work too slowly and are not challenged sufficiently. Insufficient use is made of opportunities to work in groups or pairs to enhance their learning. Good habits of study, such as effective organisation of their folders, are not encouraged and there is insufficient feedback on their work. Long tasks are not broken down into shorter stages and students are not able to develop their ideas through speaking and listening activities. For example, in one lesson, the teacher talked at length about the appropriate language for a formal telephone call, but students were not given an opportunity to reinforce this learning through a listening exercise. Learning objectives are too often governed by the requirements of the assessment scheme rather than the students' needs. Insufficient attention is paid to providing varied activities for students with different levels of ability, despite the small size of most groups.

152. The ESOL programme relies heavily on hourly-paid staff and there has been a large number of changes in the staffing of classes through high turnover. Staff recruitment processes are satisfactory and all new staff are required to have or to be working towards an appropriate ESOL qualification, delivered in the college or to demonstrate the required level of knowledge and competence. Nearly all staff on permanent contracts have a teaching qualification. Several staff are speakers of one or more of the main languages spoken in the local communities. In many classes, good use is made of high-quality resources and of learning materials from real life. Considerable investment has been made in ILT training and resources, including laptop computers and good software. However, there was evidence in only one or two classes that ILT is used to enhance teaching and learning. The main community centre at Bolton Royd provides an excellent learning environment in a location convenient to many ESOL students. Elsewhere, the quality of accommodation is mostly satisfactory, although in one or two cases rooms are too small for the number of students.

153. New students all receive an initial diagnostic assessment before being allocated to an appropriate class. The assessment is thorough and detailed. In the best classes, it is used to produce an appropriate individual learning plan. However, in many classes, the results of assessment are not used to plan individual learning goals effectively and there is insufficient review of students' progress or re-negotiation of learning aims. In weaker lessons also, there is insufficient evidence of constructive feedback on students' work to help them improve.

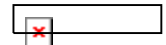
154. ESOL provision in the community is extensive and localised and reaches a large number of students. The large number of classes for women only, supported by crèche provision, provides opportunities for many to take-up learning opportunities who would not otherwise be able to do so. There is a substantial programme of enrichment activities to widen the experience of students, including educational visits and social activities such as sales and festivals. The strong emphasis on spoken English for everyday transactions serves the needs of many students. However, there is insufficient variety in the programme, no classes in the workplace, for example, and few opportunities for students to progress beyond the early stages of entry level. There is very little provision on the main site which would provide links to other vocational or academic programmes.

155. ESOL students in the community are well supported informally, with a number of organisers and tutors speaking the main local languages and understanding cultural issues. There is little use of the main college services. Standard college procedures are applied for following-up student absences.

Leadership and management

156. The management of the programme is unsatisfactory. The role of the organiser enables local flexibility in setting up classes, but results in comparatively little teaching being done by the most experienced staff. Insufficient attention is given to ensuring that tutor observation and verification procedures are effective for the very high proportion of part-time tutors, both permanent and hourly paid. The co-ordinator and organisers are not always fully aware of the content, timing and organisation of courses and unclear about the place in the structure of parts of the programme, such as pre-ESOL, IT for ESOL and ESOL on the access to bilingual employment (ABLE). Class sizes are not adequately monitored; 14 out of 40 classes observed had an attendance of five students or fewer, adversely affecting the learning experience of the students by limiting interaction. Little use is made of management information in planning. For example, although a number of case studies of individual student progression are available, there is no summary or regularly maintained data on this. The college's Skills for Life strategy has not as yet effectively integrated its ESOL provision in the community.

Students with learning difficulties and/or disabilities



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

Strengths

- good achievements in practical and vocational areas of learning

- good teaching and learning in practical and vocational areas of learning

- effective work with other services to enhance recruitment, achievement and progression

- wide range of varied provision across the city and beyond.

Weaknesses

- unsatisfactory whole class lessons where students have diverse skills and abilities

- inadequate teaching of skills for independence in weaker lessons

- unsatisfactory students' achievements in the weakest lessons

- lack of coherence in curriculum management.

Scope of provision

157. The college offers a wide range of discrete provision for over 600 full-time and part-time students of all ages, on college sites and community venues, in the day and the evening, across the city and beyond. Some 43 students are aged between 16 and 18 and 2 are aged under 16. The personal and community skills course caters for the least able full-time entrants to college, with Springboard and Skillpower making provision for more able young people around school leaving age, who may have additional emotional and behavioural difficulties. The work and community course and the college 4U course both offer programmes that aim to give students greater independence and skills for employability. The ACTIVE programme of part-time courses for adults with learning difficulties are complemented by the Community Education provision, where classes are held in community venues.

Achievement and standards

158. Students' achievements are of variable quality. In practical and vocational areas, achievements are good and sometimes excellent. For example, students prepared food and set tables in readiness for the opening of a café in Ilkley to the public on the following two days. They worked at industry standards and were successful in improving their speed of work. They had travelled independently to the café, having learned these skills on previous courses and through the college's successful travel training unit. Less able students, who were observed in the college's restaurant, had learned simple cleaning and table laying skills which they could carry out without prompts. On an allotment in Ilkley, the students' work was clearly visible in the neat well-maintained rows of vegetables. Evening class students in drama demonstrated good skills in mime and clowning routines. More able students in a car maintenance class could confidently carry out routine checks on motor vehicles. Students with severe learning difficulties in a class on independent living skills could make themselves a cup of tea, use the toaster and butter their toast. Sophisticated and attractive artefacts made by personal and community skills students are displayed effectively in their baseroom and in other areas of the college.

159. Standards of students' work are similarly varied. Standards are high in those areas where there is evidence that they are achieving well. Attendance and retention rates are good on most courses other than Skillpower, where about half the students who started the course have left. Too much work in students' folders and portfolios is copied or downloaded from the Internet to meet the requirement to produce evidence for awards, rather than being original work.

Quality of education and training

160. Teaching and learning are satisfactory. Some 39% of the lessons observed were satisfactory, whilst 50% are good or better. Although the use of formal individual learning plans is not widely spread, in the best lessons teachers plan for individuals and record their achievements effectively. Teachers make detailed preparations for the lessons they teach. Sometimes, however, these preparations are insufficiently related to students' overall learning goals, their individual learning plans and to the targets that would be steps in achieving their goals. Many students are learning effectively in their lessons, although some with weak literacy skills who are required to copy writing that they cannot read or complete activities with such high levels of support that they achieve very little. In most satisfactory and all less successful lessons, teachers fail to plan effectively to meet

students' individual learning needs and to allow them to be more independent. Students' achievements are limited where, taught as a whole class, they are all required to carry out the same activities regardless of their abilities.

161. The accommodation used for learning is satisfactory or better. Rooms are particularly well presented with attractively displayed students' work and posters or artefacts designed to enhance learning. For example, in a room in which the seasons of the year were being used as a vehicle for learning, there were many pots and vases of spring flowers as well as posters related to spring time activities and weather. Although staffing is unusually generous, learning support tutors and other support staff are not always used in the students' best interest to support different activities or different levels of learning in the classroom.

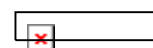
162. The progress made by students is assessed regularly. The students' learning needs identified through initial assessment and individual learning plans are not always fully used to inform how teachers assess students' progress across the provision.

163. Staff have a detailed knowledge of their individual students and this enables them to give high levels of personal support.

Leadership and management

164. The discrete provision is managed between two departments. This sometimes inhibits easy progression for students from one course level to another and has resulted in two courses, work and community and college 4U, which are very similar in aims and delivery. The majority of courses were recently transferred to the department of learning support, where they are now managed. Effective relationships with a range of other services support the recruitment, achievement and progression of students. Examples include giving placements one day a week to make up a full week for students with severe learning difficulties, making work experience places available and supporting students into permanent paid or voluntary employment. Quality assurance procedures are in place, lessons are observed and courses are reviewed. However, although these procedures have resulted in the accurate identification of strengths and weaknesses, the importance of some weaknesses has been underestimated.

Literacy and numeracy



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

Provision in the community **good (grade 2)**

Provision in the main college **unsatisfactory (grade 4)**

Strengths

- good attainment in community classes

- good progression to other community and college classes

- good teaching and learning in community classes

- effective planning and reviewing of individual learning
- good resources to support learning
- good information and advice for community students.

Weaknesses

- poor attainment by students aged 16 to 18
- poor punctuality and attendance
- too much unsatisfactory teaching and learning in key skills lessons
- insufficient co-ordination of college-based classes.

Scope of provision

165. Programmes to enable adults and young people to improve their literacy skills are offered at the main college centre in Bradford, at 27 community venues and on 7 employers' premises. Literacy and numeracy provision within the college takes three forms: discrete provision across the community and on the central site; and as learning support delivered as part of or alongside vocational courses. All classes are part time and students are able to gain nationally recognised accreditation. Courses offered include key skills in communication and application of number at level 1, and nationally recognised awards for entry level students and national tests at levels 1 and 2. For some students, the course consists of the completion of a learning plan. At the time of inspection, there were 303 students in college workshops, 547 students enrolled on community provision and 120 on employers' premises. All students take part in an induction and are then screened to identify their literacy and numeracy needs. Day and evening provision are available at the college and in the community.

Achievement and standards

166. In community lessons, students produce good written work and this together with their oral contributions enables them to show how they are developing their literacy and numeracy skills. Students are generally well motivated and enthusiastic about their learning. They make good progress towards achieving their targets which often include external accreditation. Students pass national tests in literacy and numeracy and they are then encouraged by teachers to progress to the

next level. Success in passing national tests is celebrated by students in classes. Learning outcomes set for students during lessons are identified clearly and achieved. Student files contain work that is usually marked, although occasionally errors are missed. Teachers keep accurate records of students' progress. Students use their learning plans confidently and are aware of their targets and the accreditation available.

167. For students aged 16 to 18, retention rates in key skills level 1 communication and application of number are very good, but pass rates are unsatisfactory. In 2002/03, 95% of students were retained, but only 26% achieved. In communication skills, 96% were retained, but only 34% achieved. During the current year, students' attendance to take tests has improved for communications from 56% in 2003 to 70%, and in application of number from 52% in 2003 to 66%.

168. In a few classes, students' work is not well organised and it is difficult for the students and the teacher to effectively track progress. Teachers fail to encourage students sufficiently to take some responsibility for managing their own learning. Most files for students aged 16 to 18 contain little of students' own work. Folders are poorly presented and organised and students are unable to use them as evidence of the standard they have reached when they want to progress to other learning opportunities or to revise for tests and examinations.

169. Poor attendance and punctuality disrupts learning despite teachers promoting good punctuality and challenging students who arrive late. Teachers are aware that adult students cannot always attend on time. In some community lessons, poor attendance restricts the range of activities available to students and reduces opportunities to learn from others in classes with very low numbers. In one community evening class only, three out of nine students on the register attended.

170. Progression rates to other provision are approximately 50%. Staff records show assessment levels on completion of the course so that comparison can be made with the details from the diagnostic assessment results at the start of the course. However, little progress has been made on the development of a formal system to measure the distance travelled by students in their learning.

Quality of education and training

171. Teaching and learning in community classes is good. Teaching is well planned with carefully prepared lesson plans identifying appropriate learning outcomes and assessment methods for individual students at different levels. In the best lessons, the learning objectives are identified and links are made to previous learning. Teachers plan literacy lessons with a comprehensive range of activities to ensure that students are able to practise and further develop reading, writing, listening and speaking skills, individually, in pairs and in a group. Students are often appropriately challenged by the tasks they are set. Teachers check students' progress frequently and encourage students to confidently explain what they are learning and how it can be applied to their everyday lives. For example, in one community class, two of the five students intend to use their literacy skills to apply for office work, while the other three intend to help their young children with school work. Good use is made of ILT to enhance learning. In one lesson, three students worked on an assignment to identify verbs and adjectives from a magazine text, one student word processed his holiday memories and another produced a brochure about Lanzarote. To cope with the wide range of students' ability most teachers make effective use of additional teachers and learning support assistants. Teachers create a supportive atmosphere conducive to learning which gives students confidence to take a full and active part in lessons. Teachers build learning activities around students' interests. The teacher of a community literacy class made good use of photographs from an article on bathroom improvements to stimulate students' descriptive writing. Another teacher made good use of real fruit such as apples and oranges to encourage students to develop their use of adjectives. Students employed all of their senses to identify appropriate adjectives, handling, smelling and eventually eating the fruit.

172. Too much of the teaching and learning for college-based students is unsatisfactory. Planning is weak particularly in some key skills lessons. Lessons generally fail to engage students successfully and some students lose concentration. Teachers fail to use an appropriate variety of teaching methods and there is a lack of activity-based learning. There is an over-reliance on the use of generic worksheets to support learning. Learning materials are sometimes not relevant to the

vocational area, fail to engage students' interests and are not effective in enabling students to achieve their learning goals. In one lesson, a student had 16 different work packs and a further 10 worksheets in her folder, none of which was related to the vocational area.

173. Staff are highly skilled and competent and appropriately supported by assistants who are closely supervised. Teachers and support staff are well qualified and many are experienced. Some teaching staff have already achieved level 4 teacher-assessed qualifications in literacy and numeracy, with others scheduled to commence training later in the year. In a community class, a student with moderate learning difficulties worked with a support tutor who had selected reading material about football, the student's favourite hobby. A lively discussion ensued about the finer points of ball control. Accommodation at community venues is usually spacious with appropriate furniture and relevant learning materials. The Bradford Foyer and Bolton Royd community learning centres offer accommodation of a high standard. Community learning centres and the college workshops are welcoming and provide harmonious working environments. The college-based communications and mathematics centres are well resourced. Other accommodation used for teaching throughout the college is of a satisfactory standard.

174. Staff in the communications and numeracy workshops keep good records of students' progress. Staff also hold comprehensive data on students' progress during their courses showing how far they have progressed on completion of their course compared with the diagnostic assessment results at the start of their courses. The review process built into the development of individual learning plans is robust. Teachers regularly meet with students to review their progress and standards achieved and to renegotiate targets where necessary.

175. All full-time students and part-time community-based students undergo an initial assessment to determine their learning needs. At the time of inspection, 1,689 students had been screened for literacy. Of 472 students identified as needing support, 385 were receiving support, with 168 of these receiving on-course support in vocational classes. Of 1,536 students screened for numeracy, 486 were identified with 143 students receiving support in the mathematics workshop and 84 within their vocational classes.

176. The range of courses on offer responds well to individual and community needs. Course are available from entry to level 2, are easily accessible to adults and students aged 16 to 18, and are offered in a variety of community locations. Through good links with local employers the college offers literacy and numeracy for employees. These include gardeners and 'dinner ladies' working for the local council, call centre staff, and operatives in a brake pad manufacturing company. Employees are allowed time off to attend classes. Although the college offers a good range of literacy provision at entry and level 1, with many women from targeted groups participating in provision, men are noticeably absent from community provision while work with other disadvantaged groups has yet to be developed.

177. There is a high level of support for students. Many classes have either additional teachers and/or learning support assistants working closely together and offering specific support for individual students. Many students have a range of learning difficulties and/or disabilities including Aspergers, dyslexia, physical disabilities and hearing problems. All teachers and support staff work hard to ensure that classes are inclusive and that all students have positive experiences. Learning materials are carefully differentiated to cater for different individual abilities and their preferred learning styles. All students in community classes receive a handbook with relevant information on induction their entitlement, equal opportunities, qualifications, appeals, other classes and progression opportunities.

Leadership and management

178. The management of literacy and numeracy is satisfactory and good in community provision. The numeracy and literacy workshop areas and the classrooms within the centres are well managed, but there is some weak co-ordination between vocational and literacy and numeracy staff. Responsibilities for the overall management of literacy and numeracy are clear. There is much good teamwork to share good practice and improve the quality of teaching and learning. Staff awareness of disability issues has improved as a result of training in the requirements of the Disability

Discrimination Act.

179. The lesson observation system is well established and targets for observation have been met. This has not yet led to sufficient improvement in the quality of teaching. Arrangements for gathering student feedback have been well adapted to meet the needs of students in this curriculum area, through the use of focus groups and a revised college questionnaire. The college has responded positively to this feedback, for example, by making changes to the communications workshop to provide a study area.

180. The self-assessment process is comprehensive building effectively on the outcomes of a thorough course review system. Inspectors agreed with the overall grade for this area, but found some weaknesses the report failed to identify.

181. There is insufficient liaison across the college to ensure that literacy and numeracy materials are relevant to students' vocational studies, engage their interest and increase achievement. In addition, there is some poor communication between staff over timetable changes. Some of these resulted in unsatisfactory learning experiences for students during the inspection.

Part D: College data

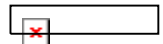
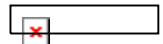


Table 1: Enrolments by level of study and age



Level	16-18 %	19+ %
1	31	46
2	32	19
3	30	8
4/5	0	1
Other	7	26
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	1,126	1,446	6
Land-based provision	0	121	0
Construction	183	686	2

Engineering, technology and manufacture	226	502	2
Business administration, management and professional	436	2,970	8
Information and communication technology	1,610	4,198	14
Retailing, customer service and transportation	0	50	0
Hospitality, sports, leisure and travel	339	1,081	3
Hairdressing and beauty therapy	361	1,142	4
Health, social care and public services	286	1,091	3
Visual and performing arts and media	577	3,667	10
Humanities	444	609	3
English, languages and communication	1,430	3,432	12
Foundation programmes	1,589	11,132	32
Unknown AOL	316	148	1
Total	8,923	32,275	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+		
		2001	2002	2003	2001	2002	2003
1	Starters excluding transfers	1,057	905	1,572	6,236	5,553	7,460
	Retention rate %	67	65	80	72	72	72
	National average %	75	75	*	73	74	*
	Pass rate %	56	68	72	71	72	83
	National average %	64	66	*	68	69	*
2	Starters excluding transfers	1,836	1,387	1,445	3,508	3,684	3,553
	Retention rate %	65	68	69	71	76	72
	National average %	70	70	*	70	69	*
	Pass rate %	55	59	71	60	73	68
	National average %	67	68	*	65	69	*

3	Starters excluding transfers	2,414	2,074	1,820	2,172	1,906	1,972
	Retention rate %	69	69	75	68	73	72
	National average %	67	75	*	67	70	*
	Pass rate %	58	71	77	55	63	77
	National average %	70	73	*	65	69	*
4/5	Starters excluding transfers	**	**	**	407	354	224
	Retention rate %	**	**	**	67	55	79
	National average %	*	*	*	65	70	*
	Pass rate %	**	**	**	34	41	63
	National average %	*	*	*	49	49	*

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 with a high number of students from disadvantaged areas). This may not be included in the notes, depending on the college

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

*data unavailable

** numbers too low to provide a valid calculation.

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

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	61	34	5	118
Level 2 (intermediate)	62	35	4	81
Level 1 (foundation)	66	27	7	68
Other sessions	50	39	11	110
Totals	59	34	7	377

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