



ADULT LEARNING
INSPECTORATE



South Downs College

CONTENTS

[Basic information about the college](#)

[Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

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

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

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

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

[Students' views of the college](#)

[Other information](#)

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

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

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

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

[Science and mathematics](#)

[Business, management and administration](#)

[Information and communications technology and computing](#)

[Sports and public services](#)

[Hairdressing and beauty therapy](#)

[Health and social care](#)

[Art, design and media](#)

[Performing arts](#)

[Humanities](#)

[English and modern foreign languages](#)

[Literacy and numeracy](#)

[Part D: College data](#)

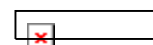
[Table 1: Enrolments by level of study and age](#)

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

[Table 3: Retention and achievement](#)

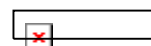
[Table 4: Quality of teaching observed during the inspection by level](#)

Basic information about the college

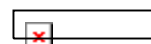


Name of college:	South Downs College
Type of college:	General Further Education
Principal:	Mr Michael Oakes
Address of college:	College Road Waterlooville Hampshire PO7 8AA
Telephone number:	023 9279 7979
Fax number:	023 9279 7940
Chair of governors:	Mr Andrew Turner
Unique reference number:	130695
Name of reporting inspector:	Melanie Kavanagh HMI
Dates of inspection:	8-12 November 2004

Part A: Summary



Information about the college

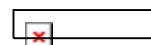


South Downs College was established in 1974 and occupies a 13 acre single site campus between Waterlooville and Havant just beyond the northern boundary of the unitary authority of Portsmouth. South east Hampshire has a diverse profile with pockets of deprivation, particularly in parts of Portsmouth and Havant, surrounded by relatively rural areas to the north around the Meon Valley. The local ward of Warren Park has the highest level of multiple deprivation in Hampshire. In 2003, 59% of students were from the borough of Havant, 26% from Portsmouth, 5% from east Hampshire, 6% from Fareham and 4% from other areas. Two neighbouring schools are in an Education Action Zone (EAZ). There are only two schools in the area with sixth form provision. In 2003, the percentage of students in the city of Portsmouth achieving 5 general certificate of secondary education (GCSE) passes at grades A* to C was 45% compared to 53% nationally and a Hampshire average of 58%. Unemployment in Hampshire is generally low at 1% compared to a national average of 3%; however, it is at the national average in Portsmouth and Havant. There are extensive regeneration programmes being carried out along the coastal region which include the Gunwharf in Portsmouth, designed to establish Portsmouth Harbour as a world class tourist resort.

Student numbers have increased since the last inspection. Growth in the number of full-time students aged 16 to 18 was 10% in 2003. The number of enrolments in the years between 2001 and 2003 has grown from 28,898 to 37,114 and 37,849 respectively. The college offers courses in 13 of the 14 areas of learning. There are also courses for adult students, mainly in information and communications technology (ICT) and basic skills at over 60 outreach centres. The largest of these are located at the local estates of Cowplain and Leigh Park. The highest number of enrolments for students aged 16 to 18 are in visual and performing arts, hospitality, information technology (IT) and health and social care which account for over half of college enrolments for this age group. Overall, adult enrolments follow the same pattern, but are also high in business, administration and management, and foundation programmes.

In 2003, there were 4,189 students aged 16 to 18, most of whom were studying full time. Of the 12,522 adult students, the majority were studying part time. In the same year, 34% of students aged 16 to 18 were studying advanced courses with 24% on intermediate programmes and 28% on foundation courses. Of the adult students, 67% were studying foundation courses, 15% were on intermediate programmes, 14% were studying advanced courses and 4% were on HE (higher education) courses.

How effective is the college?



Inspectors judged provision to be outstanding in: business, administration and management; sport and public services; hairdressing and beauty therapy; health and social care; performing arts, humanities and literacy and numeracy. Provision in science and mathematics, ICT, art, design and media, and English and modern foreign languages was judged to be good.

Key strengths

- outstanding leadership and management
- high pass and retention rates
- very good, and some outstanding, teaching and learning
- high standards of students' work
- excellent resources and accommodation
- outstanding monitoring of students' performance leading to improvements
- excellent social and educational inclusion
- outstanding support for students
- very effective quality assurance leading to improvements in teaching and learning and students' achievements
- students' participation in a wide range of enrichment activities.

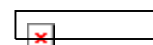
What should be improved

- the use of student performance data analysed by ethnicity and gender
- students' attendance at key skills lessons
- the use of information and learning technology (ILT) in teaching and learning

- o a few insufficiently specific management and quality improvement targets.

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

Quality of provision in curriculum and occupational areas

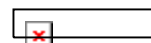


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum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

Area	Overall judgements about provision, and comment
Science and mathematics	Good. There are high pass rates on most courses and students develop effective skills of independent learning. Teaching is good or better in most lessons and students' progress is monitored effectively. Individual students are well supported and there is a flexible and responsive range of courses. A small minority of lessons fail sufficiently to encourage and motivate students. Leadership and management of the area are good.
Business, management and administration	Outstanding. Pass and retention rates are high and students produce work of an excellent standard. Teaching is very good and some is outstanding. There is highly effective assessment and monitoring of students' progress and excellent student progression through a wide range of courses. Leadership and management are outstanding.
Information and communications technology and computing	Good. Most courses have high pass and retention rates and there is good student progression through a wide range of courses. Most teaching is good or better and students' work is of a high standard. There is effective learning support and good curriculum management. The use of ILT to support learning is underdeveloped and individual learning plans are insufficiently detailed.
Sports and public services	Outstanding. Students achieve high pass and retention rates and excellent standards of practical and theory work. Teaching and learning are outstanding and there is particularly effective monitoring of students' progress. There is very effective use of excellent resources and curriculum management is outstanding.
Hairdressing and beauty therapy	Outstanding. There are high pass and retention rates and a very high standard of students' practical and theory work. Teaching is good or better and some is outstanding. Excellent resources are used effectively and there is outstanding curriculum management.
Health and social care	Outstanding. Pass and retention rates are very high. Teaching is very good and some is outstanding. Students produce work of a high standard and there is excellent progression through a wide range of courses. Support for students is particularly effective and there is outstanding leadership and management of the curriculum area.

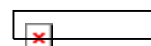
Art, design and media	Good. Most pass and retention rates are high, but a minority are low. Students' work in art and media is lively and creative. There is good student progression from level 1 to HE. Teaching is effective and varied. Leadership and management of the curriculum area are good. There is some overcrowded and unsuitable accommodation.
Performing arts	Outstanding. Students achieve very high pass and retention rates on all general certificate of education advanced-level (GCE A-level) courses. There is a high standard of creative and technically accurate practical work. Teaching is very good and some is outstanding. There is effective use of excellent resources and outstanding support for students. Curriculum management is good.
Humanities	Outstanding. Pass and retention rates are very high and there is a high standard of students' written and oral work. Teaching and learning are excellent and there is very effective monitoring of students' progress. Resources are excellent and curriculum leadership and management are outstanding.
English and modern foreign languages	Good. There are high pass rates on many advanced subsidiary-level (AS-level) and GCE A-level courses and high grades on GCE A-level English courses are well above national averages. Retention rates on some courses, particularly part-time programmes are low. Most teaching is good or better and there is effective monitoring of students' progress. Leadership and management are good.
Literacy and numeracy	Outstanding. Students achieve well and there are very high pass and retention rates. There is excellent management of the provision and students receive outstanding support. Student progression is excellent and there is highly effective monitoring of individual students' progress.

How well is the college led and managed?



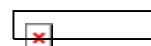
Leadership and management are outstanding. The college has resolved the issues that were identified as areas for improvement at the last inspection. The principal, governors and managers have set a clear strategic direction for the college which is well understood and supported by the staff of the college. Retention and pass rates are above national averages and are improving. The quality of teaching and learning is significantly better than the national average for colleges of a similar type. Governance is good and governors monitor the performance of the college effectively. Many curriculum areas have outstanding leadership and management. There are comprehensive quality assurance systems in place which have explicit links with lesson observation and appraisal. Quality assurance procedures have led to clear improvements in teaching and learning and students' achievements. Staff development is linked effectively to appraisal and to the strategic priorities of the college. Links with the community are good and continue to grow. Students benefit from their time at the college and staff feel valued. Promotion of equal opportunities is good. Accommodation and resources are excellent. Financial management is prudent and robust.

To what extent is the college educationally and socially inclusive?



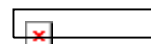
informed about the social and economic characteristics of the community within which it works. All staff have a strong commitment to widening participation in one of the most economically deprived areas in south east Hampshire. Managers have clear and successful strategies to widen participation in education and training. The college provides a welcoming and very supportive environment. There is a very wide range of courses both on the main site and within the locality which meets the needs of the local community. There are clear and appropriate progression routes from entry level to advanced level courses in all areas of learning. The strong links with schools, employers and the local community create many excellent initiatives which widen participation effectively. Students' views are sought and acted upon in all aspects of the day-to-day operation of the college, including the appointment of new teachers. The college has produced a detailed equality and diversity report and development plan. Staff support both gifted and disadvantaged students in a number of imaginative and successful ways. The college's response to the implementation of the Special Educational Needs and Disabilities Act 2001 (SENDA) is excellent. All areas of the college are accessible to students with restricted mobility. The college has complied with the obligations placed upon it by the Race Relations (amendment) Act 2000. All staff have received guidance and training on promoting racial equality and cultural diversity.

How well are students and trainees guided and supported?



Guidance and support for students are outstanding. Support across the college is very well co-ordinated and managed. Information, advice and guidance for prospective students are comprehensive and impartial and ensure that students are enrolled on appropriate courses. The induction process is well planned, organised and effective in helping new students to settle into their studies, develop team work, make new friends and understand more clearly their entitlements and responsibilities. All full-time and most part-time students receive early and accurate assessment of their literacy and numeracy skills. The quality of additional learning support is outstanding. Individual and small group assistance is widely available and well used by students both inside and outside of lessons. Help for students with physical and sensory disabilities, learning difficulties and other specific learning support needs is a particularly strong and well-managed feature of provision. Students receive good and highly valued individual support with personal and study issues from teachers, tutors and specialist student support staff, including counsellors. Regular individual progress reviews encourage, support and appropriately challenge full-time students to aim and achieve higher through the negotiation of personal and study targets. The progress of vulnerable students is monitored carefully and the support provided is responsive to their individual needs. In some curriculum areas, helpful additional surgeries and drop-in facilities are provided which enable students to extend their learning and improve their achievement. Most tutorial group work is good. Students are well prepared for further study, training and employment. Students' attendance is closely monitored and parents, carers and employers are well informed about students' progress.

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

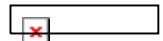
- the good facilities and modern, clean buildings

- helpful, friendly and supportive teachers
- the welcoming atmosphere and approachable staff
- good catering facilities
- being treated as adults
- the range of courses and activities offered.

What they feel could be improved

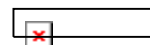
- travel to college
- some cramped accommodation
- insufficient car and motorbike parking
- group tutorials.

Other information



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

Part B: The college as a whole



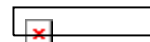
Summary of grades awarded to teaching and learning by inspectors

Aspect and learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	76	21	3
19+ and WBL*	87	12	1
Learning 16-18	78	19	3
19+ and WBL*	87	13	0

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

**work-based learning*

Achievement and standards



1. South Downs College offers 43 subjects at AS level and 38 subjects at GCE A level. There are vocational courses from entry level to advanced level including general national vocational qualifications (GNVQs), national vocational qualifications (NVQs) and advanced vocational certificates in education (AVCEs). In addition, certificates and diplomas are offered in all vocational areas.

2. Overall pass and retention rates in courses from entry level to advanced level are all significantly and consistently above the national averages for both students aged 16 to 18 and adults. At level 1, pass rates for adults have been significantly above the national average of 77% for the past three years. In 2004, they further improved to 91%. Similarly, pass rates at level 1 for students aged 16 to 18 have been consistently above the national average and, in 2004, they were 82% compared to a national average of 73%. Pass rates on vocational courses at level 1 are particularly good with a 100% pass rate for the small number of students studying NVQs and a 94% pass rate on other vocational courses. Retention rates at level 1 are significantly higher than the national averages for both students aged 16 to 18 and adult students.

3. Pass rates at level 2 show a similar pattern with both age groups achieving pass rates significantly above the national average for the years between 2002 and 2004. Pass rates for students aged 16 to 18 in 2004 were 81% compared with a national average of 71% and adults achieved a pass rate of 86% compared to a national average of 73%. Retention rates for students aged 16 to 18 have remained 10 percentage points above the national average for the past three years. Whilst retention rates for adults have been above the national averages for the past three years, they declined slightly from 76% in 2003 to 73% in 2004.

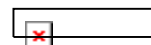
4. Students aged 16 to 18 achieve well on advanced courses with pass rates consistently and significantly above the national average for the past three years. In 2004, they rose from 86% in 2003 to 89% compared with a national average of 80%. Adult pass rates are also good with students achieving an 84% pass rate in 2004 compared to a national average of 74%. Retention rates are consistently high for both age groups.

5. Pass rates for AS-level and GCE A-level courses have been above national averages for the years between 2002 and 2004. College data show that in 2004, pass rates for students aged 16 to 18 studying AS-level improved from 82% to 87% compared with a national average of 76%. However, the adult pass rate, whilst slightly above the national average, declined from 77% in 2003 to 73% in 2004. Students studying GCE A levels achieve very well. The pass rates for both age groups have been significantly above the national averages for the years between 2002 and 2004. College data show that in 2004, the overall pass rate improved to 98%. There has been a consistent improvement in the number of students achieving high grades in GCE A levels from 27% in 2001 to 38% in 2004. Pass rates on vocational courses are similarly high. In 2003, students aged 16 to 18 achieved a pass rate of 83% in NVQs compared to a national average of 73%. Adult students achieved a pass rate of 86% compared with a national average of 68%.

6. In all curriculum areas inspected, high pass rates were identified as a significant strength with only a few individual courses having low pass or retention rates. Measures of success which compare students' achievements at GCSE to their performance at AS level and GCE A level show that many students achieve better results than those predicted. In some subjects, including psychology, law, physics, dance, ICT, photography, English literature and music technology students achieve significantly better than predicted.

7. Students show enthusiasm for their work and are very well motivated to succeed. They participate confidently in lessons and produce work of a high standard. In science and mathematics, students use a range of techniques confidently in practical lessons. Business studies students demonstrate a good understanding of different business theories and have excellent skills in debating and presentation. In ICT, students show good practical and evaluative skills. Sports students demonstrate practical and theoretical skills of a particularly high standard and have well-developed performance and exercise techniques. In hairdressing and beauty therapy, students' practical and written work is of a high standard. Health and social care students demonstrate good research skills and their portfolios are detailed and well presented. Students in art, design and media produce lively and creative work. However, in AS-level graphic design, students have poorly presented sketchbooks and insufficient graphic awareness. In performing arts, students demonstrate a high standard of practical work and achieve professional standards in production work. Students in humanities produce written work and show discussion skills of a high standard. In English and modern foreign languages, students develop skills of critical analysis and there is a high standard of written work in most subjects. Literacy and numeracy students contribute confidently in discussions and make very good progress in their studies.

Quality of education and training



8. Teaching, learning and attainment were graded by inspectors in 199 lessons. Teaching was graded good or better in 79% of lessons, satisfactory in 19% of lessons and less than satisfactory in 2% of lessons. Learning was good or better in 80% of lessons, satisfactory in 18% of lessons and less than satisfactory in 2% of lessons. This teaching and learning profile is significantly better than the national averages for general further education (FE) colleges. Teaching and learning are identified as significant strengths in all areas of learning inspected. Every curriculum area achieved a teaching and learning profile significantly higher than the national averages with the best teaching observed in business, administration and management, sport and public services, health and social care and performing arts. The best teaching and learning was observed on advanced courses and

teaching and learning is very similar whether lessons are taught by full-time or part-time staff.

9. Teaching ensures that students' interest is maintained effectively through the use of varied and relevant teaching and learning activities. Lessons are particularly well planned with individual students' needs carefully considered and taken into account. Planning also records and caters for students' identified additional learning needs. Much teaching is stimulating and challenging. Teachers are skilful at extending students' knowledge through questioning which is challenging, but also supportive. Students attend well and are punctual. Teaching is interesting and varied and lessons are conducted at a brisk pace. Teachers are skilled at consolidating work that has already been covered and introducing new knowledge through a range of strategies that maintain students' interest and enthusiasm.

10. Teachers encourage independent learning effectively. Students are supported through strategies such as modelling academic skills to provide examples that enable them to develop their own knowledge and abilities. Students are set high standards and teachers create an atmosphere in lessons that allows students to aim confidently for improved performance. This confidence is demonstrated by students' skills in presentations and debates. Teachers use whole class, small group and individual activities to vary and enliven lessons. They also use their detailed knowledge of students' individual needs to design and plan learning according to students' preferred learning styles.

11. There is excellent teaching of practical skills. In sport and hairdressing and beauty therapy, theoretical knowledge is linked skilfully to practical examples and real life situations. Teachers are enthusiastic about their subjects and communicate that enthusiasm to the students. In humanities, students are encouraged successfully to use their knowledge and abilities to question established theories in subjects such as law and politics. In performing arts, students are challenged to explore different ways of working in varied environments and achieve high standards of performance and knowledge. Students in literacy and numeracy lessons learn well with teaching activities closely linked to their interests and needs. Teachers are particularly good at developing students' independent research skills. Students demonstrate the ability to arrive at sound judgments based on extensive research and the use of very good critical analysis of materials.

12. Teaching and learning resources used during lessons are of a high quality. Teachers frequently produce materials such as subject guides which are very effective at supporting and extending students' knowledge and skills. ILT is often used effectively to promote students' learning. However, in some areas such as ICT and computing, it is insufficiently used. In the very few lessons which fail to engage and interest students, there is an over-reliance on handouts and students spend too long copying from the whiteboard and listening to teachers.

13. Resources to support learning are excellent. Teachers are well qualified, vocationally experienced and have very good training and updating opportunities that have led to demonstrable improvements. Of the teaching staff, 90% hold a teaching qualification and the remaining teachers are working towards appropriate qualifications. Many staff are practising professionals in areas such as music, hairdressing and accountancy and bring to their teaching up-to-date knowledge and professional standards. Support and ancillary staff are encouraged successfully to take up training opportunities. The college has been particularly effective in attracting staff for shortage subjects. Teaching mentors are well used to support staff and develop their skills.

14. Specialist facilities are very good. There are well-equipped studios, sports and IT facilities. The buildings are attractive, scrupulously clean and well maintained. Many of the buildings are new and purpose built or recently refurbished. The college ensures that outreach facilities are also kept to a high standard. The learning resource centre is well stocked and used effectively by more than 1,000 students every week. A wide range of relevant materials and media are available in a variety of enclosed and open-plan spaces. Staff promote the learning resource centre enthusiastically and students are helped to develop good independent learning skills as well as specific library skills such as making detailed bibliographies. All learning resources are accessible to students with restricted mobility and staff have been trained specifically to support students with visual and hearing impairments.

15. There are good facilities to support students', staff and community needs. Outreach centres are welcoming and well equipped. Adaptive technology and adjustable furniture ensures that all students can access easily the resources available. There are good catering facilities which the students value highly. A bright, well-staffed nursery is available for childcare for both staff and students. There are some examples of cramped or poorly laid out accommodation. The facilities for students in literacy and numeracy are crowded and occasionally noisy. In some lessons, there is insufficient access to ILT.

16. The monitoring of students' progress is outstanding. Assessments are rigorously checked for their quality and suitability. There are regular screenings by peer and manager groups of all tests carried out within the college. Students' work is marked promptly and accurately. Students receive detailed and helpful feedback and are highly aware of their performance and how they can improve their grades. Individual target setting for students was a weakness at the last inspection, but is now excellent. Students are set clear, challenging, but realistic targets. Records are kept meticulously and students are fully involved in both setting their targets and assessing their progress. Very detailed records are kept for full-time and part-time students. There are a few isolated examples where improvements are needed such as in ICT where the monitoring of adult students' progress is underdeveloped.

17. Internal verification is good. There are clear verification schedules and good practice is shared effectively at regular meetings. Staff have received a wide range of training. Internal verifiers have had their qualifications updated to meet the most recent requirements and standards. Assessors have had training to operate to the new standards. In health and social care, however, there is too much reliance on written evidence and some assessments start too late.

18. The college provides an excellent range of vocational and academic courses at many venues. There are clear progression routes in all areas of learning from entry level to advanced level courses. Students are able to combine academic and vocational courses and over 100 students on vocational programmes are also studying AS-level and GCE A-level courses. In 2003, a quarter of full-time students progressed to HE. There has been significant growth in the college's own higher education provision and, in 2004, almost 500 students were studying on the college's HE courses.

19. The college has very good links with employers for work placements. In 2003/04, almost 2,000 students took part in a work placement. The retention rate was 98%. Teachers have a very good awareness of the needs of industry. Students value the extensive range of trips and residential visits in most curriculum areas.

20. The college's wide-ranging partnership arrangements are particularly effective. An industry liaison group has worked hard to raise the profile of links with employers across the college. The group sets and monitors a range of appropriate targets with curriculum areas to increase partnership working with employers. These include the numbers of guest speakers, visits, staff on secondment to industry and work placements. Almost 40 employers attended the college's careers fair in 2003/04. Partnership working with schools is very good. The college is a lead partner in an Increased Flexibility (IF) initiative for 14 to 16 year olds, which involves pupils from nine local schools who attend vocational courses across seven curriculum areas. Almost 300 school pupils are studying vocational subjects at the college. The school links team has a very effective working relationship with 25 partner schools and more than 60 schools throughout south east Hampshire. Some 18 student ambassadors are jointly funded by the college and the University of Portsmouth to return to their former schools to talk to pupils about the benefits of FE and HE.

21. Widening participation is a key objective for the college. Many projects support effectively the needs of specific groups of disadvantaged young people and adults, including those living in hostels and residential centres, those with mental health conditions, ex-offenders and people recovering from alcohol and drug abuse. The college's community strategy group has very effectively rationalised and refocused community provision to meet key government and local priorities. The college's work in the local community has been successfully incorporated in the main curriculum areas through the appointment of off site course managers for each area of learning. They work very effectively with the college's outreach workers to identify the needs of the local community and provide relevant and responsive provision. Almost 4,500 widening participation students were

enrolled on courses in 2003/04. Just under one third of the full-time students in 2003/04 were on courses at level 2 or below. The college offers 10 entry level and 19 foundation level courses.

22. The college has a particularly good range of enrichment activities. More than 1,000 students participated in enrichment programmes in 2003/04. There are 900 enrolments on enrichment courses. Students value the benefits of enrichment. The well-managed programme includes an extensive choice of courses in sport and fitness, languages, music, visual and performing arts, and more than 20 general courses such as chess and introduction to criminology. Enrichment courses are promoted well using a high-quality brochure, college newsletters and an enrichment fair. Activities take place at times which suit students, and include sessions which run in the early morning before lessons, and at the weekend.

23. The college has made significant improvements to the arrangements for the teaching and assessment of key skills, which are now good. The college has a clear policy and strategy for key skills, and the key skills manager reports directly to the principal. A central key skills team works effectively to build links with curriculum areas. Pass rates for key skills at all levels have improved over the last two years, in some cases significantly. For example, the pass rate for communications level 1 has risen from 39% to 55% over the last two years; for application of number level 2, it has improved from 13% to 38% over the same period. Teaching and learning are good, but attendance rates are low for some centrally held key skills lessons and test sessions.

24. Guidance and support for students are outstanding. The cross-college provision is very well co-ordinated and managed. Senior managers have set the institutional ethos of care for individual students that is reflected at every level in the college. Information, advice and guidance for prospective students are comprehensive and impartial. Students receive three interviews to ensure that they are on the most appropriate courses and the number of students changing courses is low and declining. The college organises a number of helpful events to give students the opportunity to sample courses prior to enrolment. In 2003, 1,500 year 10 pupils attended college taster days and pupils also visit the college to sit in on lessons and shadow existing students. Staff specialising in initial interviewing receive regular training and briefings from subject staff and colleagues in student services. They adopt a sound and systematic approach to ensuring that students receive detailed advice about the courses and their entitlement to financial and other support available.

25. The induction of new students is well planned, organised and effective in helping students to settle quickly into their studies, make new friends and understand their entitlements and responsibilities. There is an amended programme for students starting late which includes induction sessions and catch-up lessons. Part-time students receive an equally detailed and effective induction programme. Advice and guidance for community students are good and highly valued by students. The college provides good careers advice to students with extensive individual and group sessions. Students are particularly well supported in making applications to HE. However, in a few curriculum areas there is insufficient emphasis on training and employment opportunities to complement the preparation for entry to HE.

26. Students receive an early and accurate assessment of their literacy and numeracy needs. Results are analysed promptly and thoroughly and students are quickly informed of the results. There is good take up of additional learning support. In 2004, 26% of the student population was identified as having additional learning needs in literacy and/or numeracy. Of these, 75% are receiving support. The quality of additional learning support is excellent. Individual and small group work is widely available and used very effectively to improve students' learning and performance. Students with dyslexia and other reading disabilities receive particularly good support from specially trained staff. The pass rate for students receiving support in 2003 was 100% and the retention rate was 97%.

27. Support and help for students with physical and sensory disabilities, learning difficulties and other specific learning needs is a particularly strong feature of the provision. This includes students with Asperger's syndrome, dyslexia, cerebral palsy and visual and hearing impairments. There are currently 43 students with high support needs and/or multiple and complex difficulties enrolled at the college. In 2003, 50 such students were enrolled, of whom 100% were retained and achieved their qualifications. In 2003, the college received £413,284 from the local LSC to provide financial support

for students. This was fully allocated on support needs including travel, accommodation, equipment and childcare. The college contributed a further £153,803 from its own funds to support students with special needs.

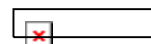
28. The students' services team of counsellors, careers guidance staff, welfare and nurses provides very good support for students. Feedback from students demonstrates that this is a highly valued service. The service is sensitive to, and provides effective support for, a range of different students' needs. The progress of vulnerable students is monitored carefully and supported effectively through interventions which are sensitive and responsive to individual needs. Key indicators of vulnerability are carefully analysed and significant additional resources are given to helping these students. In 2003, 520 students were identified as being at risk of non-completion of their studies, of whom 79% were retained.

29. Attendance is monitored closely and poor punctuality is challenged consistently. Absences are followed up promptly and students are well aware that they cannot miss a lesson without action being taken. The college has recently introduced an electronic registration system which has improved the effectiveness and efficiency of attendance monitoring. Attendance is high across most curriculum areas and during inspection it was 83%.

30. The tutorial programme includes both individual and group tutorials. The programme is well managed, co-ordinated and monitored through a tutorial management group. Most tutorial group work is good. In the best tutorials, students are actively engaged in stimulating debate and other types of active learning. However, students report that they find too many tutorials are dull with too much time spent on information giving and administrative activities.

31. The college has an appropriate child protection policy and procedure. The policy has been supported and endorsed by the Hampshire Area Child Protection Committee. The policy is well publicised to staff through materials, staff briefings and staff development. The college has a senior post holder in the role of designated person within the policy. There has been appropriate training for the post holder by Hampshire Social Services Department. All records are kept securely.

Leadership and management



32. Leadership and management are outstanding. The college has remedied the weaknesses identified in the last inspection report. The principal and governors have set a very clear vision for the college which provides the strategic direction for the future. The principal and his senior team provide strong leadership to managers who fully understand and support the vision. There has been exceptional growth. Students' performance is good and improving. Progression to HE, training and employment is very good. Quality assurance is thorough and leads to improvements. Staff development is well managed, easily accessible and relevant. There is good communication. The college listens to and values the views of students. The reputation of the college in the community is high. The Board is well informed and meets its statutory obligations. Financial management is prudent and robust.

33. The college has resolved issues raised at the last inspection. Part-time teachers are fully supported. Teaching is observed and professional guidance on teaching and learning provided. Each teacher has a mentor. Management of students' retention rates has improved. Overall college retention rates have exceeded national averages for the last three years. A minimum target grade scheme has been devised to assist in target setting during tutorial reviews. ILT is used more effectively although there are a few curriculum areas where it needs further improvement.

34. The college has been successful in attracting new students and improving quality. Between 2001 and 2003, the college achieved significant growth and most results are excellent. Enrolments increased by 40% and pass and retention rates at levels 1 to 3 exceeded national averages, some

by significant margins. In 2004, all overall retention and pass rates exceeded the national averages. Performance in relation to prior attainment is outstanding in many areas. The percentage of lessons seen that were good or better during inspection was 79% which is significantly above the national averages for general FE colleges.

35. Management at all levels is a significant strength. The college has widened participation by developing an inclusive college that meets the needs of individual students. Continuous quality improvement is central to the mission. A culture and attitude towards learning has been established which provides a climate where students and staff are respected and valued equally. A well-researched strategic plan develops the mission. Leadership of the college is dynamic, challenging and supportive. Managers play a key role in setting standards and inspiring others. The principal retains personal responsibility for planning and quality assurance, and reviews and finalises their self-assessment reports. Senior management involvement at this stage emphasises effectively the significance of self-assessment to managers. Curriculum managers motivate teachers to establish high-quality courses. Curriculum teams work enthusiastically within a culture of continuous quality improvement. The college tells and demonstrates to staff that their work is valued.

36. The reputation of the college in the community is excellent. The college is regarded as outward looking and works very effectively with the business community. The college is seen as being flexible, communicative, willing to listen and responsive to the specific needs of students by providing courses at times and at locations that suit the students and the community.

37. Quality assurance is excellent. Students are central to the system. All staff, governors and most students contribute to the process. Weaknesses that emerge are targeted effectively for improvement. However, a few targets are insufficiently specific. Targets are agreed in December and reviewed in June. The college has a good record of target completion that leads to significant improvement. For instance, in 2002/03, a task was set to develop personal target setting for students. An effective college-wide scheme is now in place.

38. Communication across the college is excellent. Letters, memoranda, monthly news letters, principal's presentations and formal staff meetings are used to launch initiatives, publish information and celebrate success. Managers meet regularly, formally and informally, to discuss college developments and deal with business. Common work areas for curriculum teams assist internal communication and promote teamwork. Staff development is used effectively to introduce new initiatives.

39. Appraisal is thorough and effective in identifying needs and measuring performance. Trained interviewers carry out appraisal interviews for all staff. Teaching observations are an integral part of the process. Professional targets are agreed. A teaching and learning guide encourages consistency in teaching and learning. External consultants moderate the teacher observation programme. The connection between lesson observation and individual development planning is not yet consistent. The process is central to the maintenance of high standards in the classroom. Recently appointed teaching mentors carry out observations, support new staff and provide help for teachers who experience difficulties in the classroom. Some 20 ILT champions work with teachers to improve the use of ILT. Six tutoring mentors support tutors.

40. Management of and access to staff development is outstanding. Each year, a costed training plan is agreed which meets both college development priorities and the individual training needs of college staff. Requests for training, linked to these priorities, take precedence and realistic applications and a significant training budget ensure that few requests are refused. A recently introduced 'Continuing Professional Development Log' provides a mechanism for recording training completed and qualifications gained.

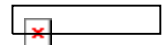
41. Students play an important role in college operations. A student quality review group meets regularly with the assistant principal and the quality manager to review college practices. The college involves students in teacher interviews, course review groups, the Board of the college, the academic Board, the Equality and Diversity Committee and the Support Needs Disability Forum. Students' views are surveyed systematically and used to inform development plans. Students value these opportunities and the college benefits from their contributions.

42. The promotion of equal opportunities is good. The college has responded well to its statutory duties. An equality and diversity committee has been established. Staff and governors have been briefed about the Race Relations (amendment) Act 2000 and the SENDA. A brochure promoting racial equality and cultural diversity has been produced and one-off events such as an annual one world week promote the topic. Students with restricted mobility are able to access the whole of the college site and all college resources. Data about the performance of students by gender and ethnicity are published. However, the use of this data to inform planning is underdeveloped.

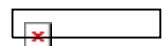
43. Governance of the college is very good. Members who reflect their community are enthusiastic, experienced, well informed and conversant with the vision and the strategic priorities of the college. Members receive detailed reports on students' achievements and monitor them effectively. Board members fulfil their duties appropriately. Meetings are properly run. Agenda items are thoroughly debated and acted upon. Self-assessment reports are progressed through the Board at appropriate times each year. Financial matters are dealt with systematically. The Board carries out a rigorous self-assessment annually. Regular in- house and external training are made available and are well attended.

44. Financial management is excellent. Tight fiscal control has enabled the college to meet its operational commitments and update its accommodation and resources significantly without resorting to borrowing. Significant sums are set aside annually to finance major projects. Since 1992, the college has undertaken 14 capital building projects at a total cost of over £11.2 million, of which £7.4 million came from college reserves and £3.8 million in grant aid. Accommodation is now excellent. On the basis of significant growth, very high and improving students' retention and pass rates and excellent resources, the college offers excellent value for money.

Part C: Curriculum and occupational areas



Science and mathematics



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

Strengths

- high pass rates on most courses

- effective independent learning

- good support of individual students

- effective monitoring of students' progress

- flexible and responsive range of AS-level and GCE A-level science and mathematics courses.

Weaknesses

- low pass rates in AS-level chemistry and human biology
- low retention rates on some GCSE courses
- a minority of teaching which fails to encourage and motivate students.

Scope of provision

45. The college offers a wide range of subjects in science and mathematics. AS-level and GCE A-level courses are offered in biology, human biology, environmental science, chemistry, physics, mathematics and further mathematics. There are GCSE subjects in biology, human physiology and health, chemistry, mathematics, and physics. Vocational provision is available only through a full-time national diploma in applied science (forensic) and was offered for the first time in 2003, but has doubled enrolments in 2004. An access (science) course provides progression to HE for adult students. There are 1,000 students enrolled on science and mathematics courses. The majority of students are on full-time courses and 73% are aged 16 to 18.

Achievement and standards

46. There are high pass rates on most courses. Pass rates in GCSE mathematics have been consistently above national averages for the last three years. Pass rates in GCE A-level science courses were above the national average in 2004 and most pass rates in science courses have been above the national averages for the last three years. Overall, the percentage of AS-level and GCE A-level students achieving high grades is at the national average. The pass rate in GCE A-level biology and in physics was 100% in 2004 compared to the national averages of 86% and 89% respectively. Pass rates on AS-level courses in chemistry and in human biology have been falling over the last three years and, in 2004, were below national averages. Pass rates in AS-level and GCE A-level mathematics are at, or above, national averages and have been for the last three years. Measures of GCE A-level achievement which compare students' predicted grades with their GCSE performance show that, overall, they perform as predicted in science and mathematics and significantly better than predicted in physics.

47. Retention rates are above national averages in all AS-level and GCE A-level courses with the exception of AS-level chemistry where the retention rates fell below the national average in 2004. The retention rates for the GCSE courses in human physiology and health and in mathematics were below the national averages in 2004. Attendance in this area is good and students are punctual.

48. The standard of students' work is high and they are well motivated. Students demonstrate good knowledge and skills. In science lessons, students carry out experimental techniques safely and are confident in practical lessons. For example, on the national diploma in science course, students use a range of techniques and manipulative skills to separate different chemicals with a high degree of

success. Students of mathematics work methodically and successfully through examples they are given.

A sample of retention and pass rates in science and mathematics, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GCSE mathematics	2	No. of starts	316	263	271
		% retention	68	60	65
		% pass rate	45	58	57
GCSE human physiology and health	2	No. of starts	71	42	55
		% retention	27	36	64
		% pass rate	71	86	88
AS-level human biology	3	No. of starts	68	83	95
		% retention	71	86	88
		% pass rate	73	64	58
AS-level chemistry	3	No. of starts	49	43	36
		% retention	84	88	78
		% pass rate	66	58	57
AS-level mathematics	3	No. of starts	103	108	107
		% retention	85	89	89
		% pass rate	85	64	65
AS-level physics	3	No. of starts	41	44	48
		% retention	88	82	90
		% pass rate	92	78	81
GCE A-level biology	3	No. of starts	29	42	20
		% retention	100	93	95
		% pass rate	97	82	100
GCE A-level mathematics	3	No. of starts	31	43	52
		% retention	97	91	92
		% pass rate	93	92	88
GCE A-level physics	3	No. of starts	*	20	17
		% retention	*	90	94
		% pass rate	*	94	100

Source: ISR (2002 and 2003), college (2004)

*fewer than 15 students enrolled

Quality of education and training

49. Most teaching is good or better. Lessons are well structured with clear plans and objectives including strategies to meet the needs of all students. In the best lessons, enthusiastic teachers use a variety of teaching methods to involve the students and make good use of questioning to check students' understanding and progress. There are high-quality learning materials which are used

effectively. In a minority of less successful lessons, teachers talk for too long and students spend too much time copying notes from the whiteboard.

50. Teachers use ILT effectively in their lessons. For example, in one AS-level human biology lesson, digital photography was used to capture images of models of chromosome behaviour during cell division which were then used for class computer-based presentations. In a successful AS-level mathematics lesson, the teacher was able to maintain students' interest and motivation through electronically adjusting the translations of quadratic equations.

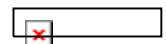
51. Teachers are well qualified for the subjects they teach and technician support is good. Science accommodation is satisfactory with nine laboratories, some of which have been recently refurbished with modern laboratory furniture. There is a good range of scientific equipment. Rooms have a strong subject identity with posters, wall charts and students' work on display. Mathematics teaching takes place in a variety of classrooms, some of which have no access to ILT. The library and learning resources centre are well stocked for science and mathematics teaching.

52. Students' work is thoroughly and frequently assessed with teachers providing constructive feedback and guidance where appropriate. Homework is marked and returned promptly. Teachers are supportive, friendly and approachable and provide high levels of individual support to students. Absence is dealt with promptly and effectively. Personal tutors set individual targets for students based on their GCSE grades and progress is monitored effectively. Students receive effective help with their applications to HE and receive good advice and guidance on careers.

Leadership and management

53. Leadership and management are good. Day-to-day management is delegated to seven subject leaders. They have a strong and effective focus on improving the quality of teaching and learning and students' performance. Communication with staff is good. Subject leaders work with the curriculum manager to set targets based on previous student performance and college-wide targets. Subjects that fail to reach their agreed targets have a detailed action plan which is reviewed regularly. All staff are involved with the production of a self-critical and accurate self-assessment report. Analysis of data linking students' achievements with their prior attainment is well developed. Lesson observation, appraisal and staff development are effectively linked and have resulted in improvements to the quality of the provision.

Business, management and administration



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

Strengths

- very high retention and pass rates

- excellent standards of students' work

- very good and some outstanding teaching

- highly effective monitoring of students' progress

- excellent student progression through a wide range of courses

- outstanding leadership and management.

Weaknesses

- low retention rates on AS-level accounting.

Scope of provision

54. The college provides a wide range of business, management and administration courses. Full-time programmes are offered in law and IT, administration and business and customer service at level 2. Advanced courses consist of AS levels and GCE A levels in accounting, business and economics together with AVCE business and IT. There is a wide range of part-time provision in accounting, business and purchasing. Local employers are offered a wide variety of customised courses in management and customer service. In 2003, there were 717 full-time students studying academic and vocational courses and 1,149 part-time students. The area offers excellent progression routes from foundation level to advanced level.

Achievement and standards

55. There are high pass rates on most academic and vocational courses with GCE A-level economics, diploma in administration, NVQ level 2 customer care, NVQ level 2 customer service, GNVQ intermediate business, word/text processing regulatory support application (RSA) level 2 and Institute of Legal Executives (ILEX) part 1 achieving 100% pass rates in 2004. Retention rates for most courses are significantly above, or in line with, national averages. However, the retention rate on AS-level accounting, whilst having risen slightly in 2004, is still significantly below the national average. Pass rates on levels 1 and 2 GNVQ foundation and intermediate programmes are outstanding with students consistently achieving pass rates significantly above the national averages. Data which compare students' actual grades with their GCSE results show that their performance was significantly better than that which was predicted in AS-level business studies. Using the same measure, students also perform well in GCE A-level business and economics.

56. Students produce work of an excellent standard demonstrating confidence and a well-developed understanding of different business theories. Students are highly motivated and show excellent presentational and debating skills. They develop good conceptual understanding and the ability to apply their learning to real-world situations. Students are punctual to lessons and attendance is excellent.

A sample of retention and pass rates in business, management and administration, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
Computerised accounts	1	No. of starts	111	111	113

- part time		% retention	92	87	91
		% pass rate	77	89	84
GNVQ intermediate business	2	No. of starts	36	18	21
		% retention	89	83	86
		% pass rate	97	100	100
NVQ accounting	2	No. of starts	46	48	45
		% retention	80	85	87
		% pass rate	92	100	95
AS-level accounting	3	No. of starts	34	52	48
		% retention	74	71	73
		% pass rate	100	84	89
AS-level business	3	No. of starts	122	137	137
		% retention	87	80	93
		% pass rate	86	93	90
AVCE business	3	No. of starts	44	26	33
		% retention	66	58	70
		% pass rate	83	80	96
NVQ accounting	3	No. of starts	66	72	64
		% retention	76	79	89
		% pass rate	78	75	79
GCE A-level business studies	3	No. of starts	55	59	80
		% retention	98	92	94
		% pass rate	96	98	93

Source: ISR (2002 and 2003), college (2004)

Quality of education and training

57. Teaching is very good and some is outstanding. There are very good working relationships between teachers and students and a co-operative and pleasant atmosphere in lessons. Students' interest is sustained effectively through varied and relevant teaching and learning activities that provide theoretical and real-world insights into business and economics. Teachers' skilful use of questioning checks on students' understanding and requires them to justify their responses and demonstrate their grasp of topics and concepts. Students' learning is supported and encouraged effectively through teaching which both encourages confidence and demands discipline. Teachers have high expectations of all students and students produce work of a high standard. Students participate well in lessons and show good development of oral skills. They often develop and refine their responses further in lessons and enhance their powers of expression and debate.

58. Resources are excellent. Textbooks are up to date and relevant. There is an excellent and easily accessed business studies and economics intranet site which includes relevant and helpful materials. All staff have an e-mail address where students can contact them for advice or to hand in work. This resource is highly valued by students and staff. Access to computers is excellent at all times of the day or evening. Staff are well qualified and most have recent industrial experience. However, the layout of some classrooms makes group activities difficult and restricts the variety of teaching methods available to teachers.

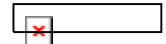
59. Students' progress is very effectively monitored through detailed individual targets. Students are particularly well supported through assessment and are given effective advice on how to improve their work.

60. There are good commercial and business links to support learning on courses, with guest speakers providing an opportunity for students to explore further particular aspects of business. For example, local solicitors regularly come in to talk to law and ICT students. GNVQ intermediate students regularly have outside speakers to discuss how they can relate the theoretical aspects of their studies to real life business situations.

Leadership and management

61. Leadership and management are outstanding. There is effective teamwork and a collaborative approach with readily shared experiences and ideas. Management of the area is focused successfully on raising standards and improving students' achievements. There is a detailed use of data on students' performance and target grades to monitor individual students' progress. The regular meetings are used to provide detailed evaluations of subject performance and trends of pass and retention rates. The self-assessment process involves all staff and provides an accurate evaluation of the curriculum area's strengths and weaknesses. Self-assessment has led to improvements in teaching and learning. Lesson observation is regular and rigorous and good practice is disseminated effectively. There is a strong commitment to building on what has already been achieved in the programme area and to improving standards.

Information and communications technology and computing



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

Strengths

- high pass rates on most courses

- much good teaching and learning

- high standards of students' work

- good progression through a wide range of courses

- effective learning support

- good curriculum management effective in raising standards.

Weaknesses

- insufficient use of ILT to support teaching and learning

- underdeveloped use of individual learning plans

- insufficient monitoring of the progress of many adult students.

Scope of provision

62. The college offers a wide range of courses in ICT and computing. There are currently 895 students studying ICT. Of these, 315 are full-time students on courses including GNVQ foundation and intermediate, AVCE, and AS-level and GCE A-level ICT and computing. There is a wide range of part-time courses including specialist courses in areas such as digital cameras and scanning. Part-time courses leading to external and professional qualifications include new computer literacy and information technology (CLAIT), CLAIT Plus, European computer driving licence (ECDL), Microsoft Office Specialist and City and Guilds web design. The college also offers courses leading to college accreditation such as 'introduction to computers'.

Achievement and standards

63. Overall, pass rates are above the national averages and in some cases significantly so. For example, in 2004, the pass rate on GNVQ intermediate was 91% compared to a national average of 71% and the pass rate in AS-level computing was 91% compared to a national average of 62%. With the exception of GCE A-level computing, retention rates are high and many are improving.

64. The percentage of students achieving high grades is also above average in most courses. However, in GCE A-level computing, the percentage of students achieving high grades is consistently below the national average. Students produce work of a high standard and demonstrate good practical and evaluative skills. They make good progress in learning and applying evaluative skills. Students build effectively on experience in order to develop skills in using new applications. Many students on the foundation courses progress on to higher courses within the college. For example, in 2003, 70% of students on the foundation GNVQ course progressed to higher level courses. Progression to employment and HE courses is also good. Key skills are effectively integrated within the students' core learning in the curriculum area and students demonstrate a high level of literacy and numeracy skills to support their learning. For example, in one lesson, students wrote detailed and technically correct instructions on how to use the Internet.

A sample of retention and pass rates in information and communications technology and computing, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GNVQ IT foundation (1 year)	1	No. of starts	32	28	30
		% retention	75	68	83
		% pass rate	54	100	88
Certificate for IT users	1	No. of starts	427	367	222

(new CLAIT) (1 year)		% retention	84	92	80
		% pass rate	73	86	80
GNVQ IT (intermediate) (1 year)	2	No. of starts	57	47	36
		% retention	75	83	86
		% pass rate	72	85	90
ECDL (1 year)	2	No. of starts	99	97	121
		% retention	95	94	83
		% pass rate	93	87	87
AS-level computing (1 year)	3	No. of starts	51	59	28
		% retention	88	90	82
		% pass rate	58	42	91
AS-level IT and information (1 year)	3	No. of starts	105	119	120
		% retention	79	86	83
		% pass rate	84	87	94
GCE A-level computing (1 year)	3	No. of starts	15	18	16
		% retention	100	89	75
		% pass rate	87	81	83
GCE A-level ICT (1 year)	3	No. of starts	54	32	53
		% retention	96	97	85
		% pass rate	98	94	93

Source: ISR (2002 and 2003), college (2004)

Quality of education and training

65. There is much good teaching and learning. Teaching is effective in developing individual learning skills. In the best lessons, teachers use a variety of techniques to engage students and stimulate learning. Students are given good individual attention. Team teaching is particularly effective in supporting individual students to make good progress. In better lessons, ILT is used effectively to enhance learning. In one lesson, the teacher used a smartboard to set up a spreadsheet which students completed using the keyboard and smartboard. However, in other lessons, there is insufficient use of ILT to support learning. Teachers encourage independent thinking with good questioning and students demonstrate enthusiasm and motivation in their lessons. Lessons are well planned, structured and engage students' interest. Teaching and learning activities are planned to support individual learning needs and tasks are differentiated according to individual students' abilities and needs.

66. Staff are well qualified and many also have extensive industrial experience which is used well in teaching and learning. The library is well stocked with ICT books and adjustable desks for students who are wheelchair users. Students use a wide range of software and there is good access to the intranet and Internet. Resources are used well to support learning and extend students' understanding. For example, a mini spelling computer was used effectively in one lesson to encourage literacy and technical skills. The hardware workshop has purpose built furniture and computers for practising maintenance. Technical support is prompt and effective at both the main college site and outreach centres. However, the intranet is underdeveloped and there are insufficient data projectors to demonstrate software.

67. Assessment procedures are satisfactory. Students receive detailed feedback on their work and set appropriate targets in effective individual tutorials. However, individual learning plans are

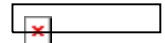
insufficiently detailed. Monitoring of adult progress is variable. In the best lessons, students' work is marked and returned and a record of their achievements is kept and gives an overview of progress. In other lessons, there is less detail and the monitoring of progress is less effective in supporting students to make progress.

68. Support for students is very good. Lessons are planned so that additional staff can support effectively any students in need of additional help. Students attending part-time courses, including evening provision, receive good support from learning support assistants. Attendance and punctuality are carefully monitored and attendance levels are high.

Leadership and management

69. Leadership and management are good. There are good communications within the area, including with the staff who teach at outreach centres. All staff are involved in the self-assessment process and report which is detailed and self-critical. Lesson observation, appraisal and staff training are clearly linked and quality assurance processes have brought about improvements to teaching and learning. All staff are supported by mentors and data are used effectively to plan course developments.

Sports and public services



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

Strengths

- high pass and retention rates
- very high standards of students' practical and theory work
- excellent teaching and learning
- very effective use of outstanding resources
- excellent monitoring of students' progress
- diverse curriculum to enrich students' experiences
- very good guidance and support

- o outstanding curriculum management.

Weaknesses

- o there are no significant weaknesses.

Scope of provision

70. The college offers a wide range of full-time and part-time courses at levels 1, 2 and 3 in sports and leisure. There are 607 students enrolled on courses in this curriculum area, of which 507 are on vocational programmes and 100 on AS-level and GCE A-level courses. Most students are aged 16 to 18, with a smaller number of students aged 14 to 16 and 19 and over. Full-time courses include a sports first diploma, and national diplomas in sport and in public services, together with a wide range of other programmes at all levels in sport, fitness and public services. AS levels and GCE A levels are offered in sport and physical education. There is a wide range of additional qualifications such as a community sports leader award, event management and sports coaching.

Achievement and standards

71. Retention and pass rates are high on sport, fitness and public services courses. Retention and pass rates for most courses are significantly above national averages and have been improving on many courses over the last three years. Pass rates were 100% on three courses in 2003/04, with several more having pass rates over 90%. Many students progress to higher level courses both at the college and elsewhere. Some 29 students entered HE from sports and leisure courses in 2004/05.

72. Students' practical work and theoretical knowledge is of a particularly high standard. Students are highly motivated and display very good coaching skills. Their performance and exercise techniques are well developed. They demonstrate significant improvements in self-confidence, which enable them to develop good research and IT skills. Students show excellent debating skills in lessons when discussing complex subjects. The standard of written work is very high.

A sample of retention and pass rates in sports and public services, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
Young Men's Christian Association (YMCA) assistant fitness instructor	1	No. of starts	32	26	19
		% retention	84	81	95
		% pass rate	78	100	94
YMCA fitness instructor (gym)	2	No. of starts	29	24	50
		% retention	76	79	78
		% pass rate	77	47	87
First diploma in public services	2	No. of starts	15	20	16
		% retention	73	70	100
		% pass rate	73	79	100
First diploma in sport	2	No. of starts	25	16	*

		% retention	96	75	*
		% pass rate	92	100	*
Business Technology Education Council (BTEC) national diploma in sport	3	No. of starts	50	58	36
		% retention	68	66	81
		% pass rate	74	87	93

Source: ISR (2002 and 2003), college (2004)

*fewer than 15 students enrolled

Quality of education and training

73. Teaching and learning are excellent. Schemes of work are detailed and provide a very effective framework for learning. Lessons are well planned and teachers provide challenging and stimulating teaching. They use a very good range of imaginative and successful strategies to engage and interest students. Particularly good use is made of practical examples to illustrate theoretical subjects. Students work very well both individually and in groups. Detailed attention is given by teachers to the correct performance of sports and exercise techniques and students value highly the support they receive in lessons.

74. There are outstanding resources to enhance learning. The standard of accommodation is excellent, and includes a spacious and well-maintained sports hall, fitness suite and exercise studio. A wide range of good fitness equipment is available, such as cardiovascular machines, fixed resistance machines, free weights and stability balls. All resources are up to date and reflect the standards of equipment used in industry. Teachers have access to a particularly good range of comprehensive teaching and learning resources, including model hearts and simulated body fat. Teachers are appropriately qualified and have excellent industrial and commercial experience. Many of them work in the sports and leisure industry, and the remainder take part in regular professional updating of their knowledge.

75. Assessment and the monitoring of students' progress are excellent. A wide range of formative assessment techniques are used very effectively by teachers to assess students' progress. These include thorough written tests, worksheets and gapped handouts. In practical lessons, teachers regularly and closely observe students' coaching skills and standards of performance. Students assess their own performance and that of their peers. Teachers' feedback is detailed and helps students to make considerable improvements to their techniques and knowledge. Students complete detailed log books which record improvements in their own performance. Assignment briefs are integrated well with lessons and additional assignment workshops are available for students who need extra support. Students are provided with clear assignment schedules. Written assignments are assessed promptly and students receive very detailed and constructive feedback.

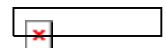
76. The diverse sports and leisure curriculum enriches students' experiences. There is a particularly wide range of courses at all levels. Students are able to gain additional qualifications from the many choices available. There are very good work experience opportunities which lead directly to employment for many students. They take part in an imaginative and very relevant range of visits and residential trips. Strong links are maintained with industry. Students choose enrichment activities from an extensive list of courses, including body balance, body pump, fencing and basketball.

77. Support and guidance for students are very good. Staff carry out thorough pre-course interviews with students who are well informed about their future career choices. The induction programme is informative and enjoyable. External speakers visit the college regularly to talk to students about careers and progression routes. Teachers provide good support for students through tutorial provision which is successful in encouraging students to achieve their potential. Staff run workshops at different times of the day so that students can discuss and resolve any difficulties they have. Where students with particular needs are identified, they receive effective additional support from learning support workers.

Leadership and management

78. Leadership and management are outstanding. Staff meet regularly and there is a clear focus on improving students' achievements. Curriculum planning is a shared process in which staff make very good use of examples of good practice. New teachers are supported well by teaching mentors and course managers. There is a programme of regular staff development and staff attend a variety of workshops run by industry to improve their professional competence. Self-assessment reports are detailed and self-critical. Actions are monitored closely through systematic reviews of targets. The quality assurance arrangements have had a significant impact on the quality of teaching and learning. Staff are very aware of the importance of widening participation and have developed a number of successful partnerships to recruit students from non-traditional backgrounds on to courses.

Hairdressing and beauty therapy



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

Strengths

- high pass and retention rates

- very high standards of students' practical and theory work

- very good teaching in practical lessons

- effective use of excellent resources

- excellent range of courses and enrichment activities

- outstanding curriculum management.

Weaknesses

- inappropriate arrangements to identify the additional needs of students on part-time evening courses.

Scope of provision

79. The college offers a wide range of full-time and part-time courses in hairdressing, beauty therapy and holistic therapies. There are 414 full-time and 342 part-time students. Almost 2% of the students are male. Some 60% of the students are aged 19 and over. Courses are available from entry level to level 4 and include a wide range of NVQs and customised courses made up from different NVQ units. Local school pupils, aged 14 to 16, attend vocational programmes in hairdressing and beauty therapy.

Achievement and standards

80. Retention and pass rates are high on most courses. The NVQ level 1 in hairdressing had a 100% pass rate in 2002 and 2003, and a 92% pass rate in 2004. The pass rates in NVQ level 2 hairdressing are also high with a 100% pass rate in 2003 and a 94% pass rate in 2004. Pass rates in NVQ level 3 beauty therapy, at 88% in 2004, are significantly above the national average. With the exception of NVQ level 3 beauty therapy, retention rates on most courses are high and improving.

81. The quality of students' practical and theory work is of a very high standard. They display skills at a higher level than expected for their level of study. Students on the NVQ level 1 course in hairdressing, for example, produce practical work which is at level 2 standard. Students demonstrate a very good understanding of their subject and confidently apply their skills to a range of clients. Written work is of a very high standard. Attendance in lessons is very good and students attend punctually.

A sample of retention and pass rates in hairdressing and beauty therapy, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
NVQ hairdressing (1 year)	1	No. of starts	23	26	28
		% retention	70	69	89
		% pass rate	100	100	92
NVQ hairdressing (1 year)	2	No. of starts	*	16	18
		% retention	*	81	83
		% pass rate	*	100	80
NVQ beauty therapy (1 year)	2	No. of starts	54	47	62
		% retention	89	79	95
		% pass rate	75	76	76
Body massage	3	No. of starts	33	49	46
		% retention	79	76	85
		% pass rate	100	97	97
NVQ beauty therapy (2 years)	3	No. of starts	19	16	27
		% retention	63	88	66
		% pass rate	100	79	88
Diploma in advanced nail techniques	3	No. of starts	25	22	47
		% retention	96	95	81
		% pass rate	92	86	89

Source: ISR (2002 and 2003), college (2004)

**fewer than 15 students enrolled*

Quality of education and training

82. Teaching is very good and some is outstanding, particularly in practical sessions. In the best lessons, students are set challenging learning goals and learning is very effectively linked to their everyday lives. For example, in a practical hair cutting lesson, students learned about fashion techniques from magazine photographs of fashion models with layered haircuts, which the tutor had attached to mirrors in the salon. In the best theory lessons, an imaginative range of teaching strategies is used. For example, in a beauty therapy anatomy and physiology lesson, students were learning about the layers and functions of human skin by using colour-coded diagrams and key words or phrases to label the different functions. The teacher managed students' discussions skilfully and used humour very effectively to emphasise important points. Teachers create a learning environment in which they expect students to develop high levels of skills. Students are encouraged to work confidently on their own. They make particularly good use of digital photographs to provide evidence of the high standards of their practical skills.

83. Resources to support learning are excellent. The accommodation for hairdressing, beauty therapy and holistic therapy courses provides a very welcoming and professional environment. Salons are decorated and equipped to standards expected in industry and are particularly well stocked with high-quality products. The imaginative open-plan layout of the hairdressing salon enables very effective team teaching and sharing of good practice. However, access to some beauty salons is restricted as they are inter-linked and can only be entered through lessons which are taking place. Students in anatomy and physiology use a comprehensive range of high-quality anatomical models to support their learning. Staff are particularly well qualified and continuously update their skills. They have, or are working towards, teaching qualifications.

84. The excellent range of courses and enrichment activities meets the needs of students. There are strong links with industry through work placements and sponsorship of college facilities. The college provides courses for school pupils aged 14 to 16 enabling them to sample activity in the area before they choose their career route. Rates of progression are high. On average, more than three quarters of students at entry level progress to level 1 courses. There is an extensive enrichment programme within the curriculum area, and across the college, for students on other courses who want to study hairdressing and beauty therapy. The college runs a week of relevant and popular activities each term, such as spray tanning, crystal therapies and film make-up.

85. Assessment practices are very effective. Students' work and progress are monitored closely and written work has detailed and constructive comments to help students improve their performance. Assessment procedures are well organised throughout the year. Internal verification is thorough and rigorous.

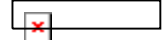
86. Students are supported very well. Staff encourage students to progress at rates which are appropriate to their ability levels and career aspirations. Staff work hard to meet the individual needs of students. For example, there are appropriate and flexible arrangements for students with childcare responsibilities. Initial assessment is used effectively to identify students' additional support needs for full-time and part-time students who attend daytime courses. However, the arrangements to identify the additional support needs of students on part-time evening courses are inappropriate as they involve daytime commitment and students are often unable to attend.

Leadership and management

87. Leadership and management are outstanding. Staff feel valued and work extremely well together as a team. Managers delegate responsibilities effectively and communication across the area and with senior managers is very good. Systems to monitor students' overall progress, attendance and attainment are particularly good. Regular team meetings are used effectively to share views and identify actions to bring about continuous improvements. Course reviews are detailed and focus strongly on improvements which will have the most impact on students' achievements. Self-assessment is thorough and self-critical, and has resulted in improvements to teaching, learning and

students' achievements. Staff set challenging, but appropriate targets for retention and pass rates, and carefully monitor progress towards their achievement.

Health and social care



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

Strengths

- very high retention and pass rates

- high standards of students' work

- very good and some outstanding teaching and learning

- good progression through a wide range of courses

- particularly effective guidance and support for students

- outstanding leadership and management.

Weaknesses

- there are no significant weaknesses.

Scope of provision

88. The college offers a comprehensive range of full-time and part-time courses in health, social care and early years. Courses take place at the main college campus and in eight community venues. There are over 600 full-time students, most of whom are aged 16 to 18, and almost 800 part-time students. The college makes provision for 50 school pupils aged 14 to 16. Full-time health and social care courses from levels 1 to 4 include the GNVQ foundation and intermediate in health and social care, NVQ level 2 in care, national diploma in health studies and a foundation degree in health and social care. Most students study key skills and a range of additional qualifications such as first aid at work. The part-time courses include NVQs in early years care and education, care and teaching assistants. Counselling skills courses are offered from level 1 to level 4.

Achievement and standards

89. Retention and pass rates are very high on all courses. Most pass rates are significantly above the national averages. For example, in 2003/04, the pass rates on the NVQs in early years care and education, NVQs in care, and national diplomas in science (health studies) and early years were significantly above the national averages. Pass rates on some courses have been 100%, or just below, for the last three years. Retention rates have improved significantly on a number of courses over the same period of time.

90. Students produce work of a high standard. Adult students plan their own group work particularly well and work well independently. All students demonstrate a self-critical attitude towards the development of their skills and exhibit maturity in their approach to work. In one particularly effective lesson, GNVQ intermediate students carried out a detailed analysis of the effectiveness of a television commercial on health promotion. Many students make good use of textbooks and the Internet to develop research skills. They evaluate and summarise their learning well, and present their findings clearly to their peers. The standard of students' work in portfolios is very high. Many students produce exceptionally detailed and well-presented evidence to achieve high grades for their work.

A sample of retention and pass rates in health and social care, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
Health and Safety Executive (HSE) first aid at work	1	No. of starts	683	1,107	952
		% retention	99	98	100
		% pass rate	87	91	93
NVQ early years care and education	2	No. of starts	76	86	85
		% retention	83	81	78
		% pass rate	81	73	85
GNVQ intermediate health and social care	2	No. of starts	37	51	45
		% retention	78	80	93
		% pass rate	97	76	88
NVQ care	2	No. of starts	30	20	45
		% retention	67	95	89
		% pass rate	95	89	80
National diploma in science (health studies)	3	No. of starts	54	34	69
		% retention	69	74	64
		% pass rate	86	88	91
National diploma in early years	3	No. of starts	26	27	53
		% retention	62	100	79
		% pass rate	93	100	100
NVQ early years care and education (1 and 2 year duration)	3	No. of starts	75	90	91
		% retention	67	64	68
		% pass rate	86	86	82
NVQ in care	3	No. of starts	46	20	37
		% retention	78	85	89
		% pass rate	100	100	94

Source: ISR (2002 and 2003), college (2004)

Quality of education and training

91. Teaching and learning are very good and sometimes outstanding. Lessons are well planned and purposeful. In the best lessons, teachers use a wide variety of teaching strategies to take account of the different learning styles of students. Imaginative activities are used to relate theory clearly to practice. For example, in an anatomy lesson for students on the national diploma in health studies course, they used dissection effectively to gain a very good understanding of how human joints and tendons work. Teachers use well-designed worksheets to give students clear guidance on what to do. Students are questioned skilfully to ensure they fully understand subjects. They share their learning enthusiastically with their peers to extend their own, and others', understanding.

92. There is good progression through a wide range of courses. The number of courses has increased over the last two years to meet the demands of the local community and employers. The curriculum is carefully planned to enable students to progress from one level of course to the next, or to transfer to a more appropriate programme at the same level. Courses take place at different times and venues to meet the needs of a wide range of students. Partnership arrangements with employers for work placements are excellent. Placements are well managed. Students learn about curriculum planning and care routines in supportive, well-equipped and welcoming nurseries and schools.

93. Guidance and support for students are particularly effective. Interviews and guidance sessions are used extensively to ensure that students are placed on the most appropriate course to meet their needs and career aspirations. Thorough initial assessment is carried out to identify students' additional support needs and learning support assistants work very well with teachers to support students. Induction activities ensure that students settle quickly into their course and the college. Students' progress is rigorously monitored through a comprehensive programme of group and individual tutorials.

94. Resources to support learning are good. Most of the accommodation for health and social courses is spacious, welcoming and well maintained. However, a minority of lessons take place in external cabins which are poorly ventilated and not appropriate for the learning activities. Students use well-equipped IT suites for key skills development. Teachers are well qualified and update their professional skills through an extensive range of placements in industry. Teaching and learning resources used in lessons are excellent.

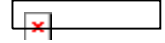
95. Effective strategies are used to assess and monitor students' progress. Course managers check assignments carefully to ensure they are appropriate before they are issued to students. Assessment tasks are clearly explained and students are given detailed guidance on how to achieve different grades for their work. Written work is marked and returned promptly to students, and students receive detailed written feedback. Staff monitor closely the progress of students on work placements and maintain effective links with work-based supervisors. However, assessors on NVQ level 3 in care do not always observe students sufficiently early during their first year in work placement.

Leadership and management

96. Curriculum leadership and management are outstanding. Teamwork is particularly good. Managers make good use of data and other information to set targets and identify priorities for retention and pass rates. Self-assessment is thorough and rigorous. Staff development strategies are particularly effective in improving teaching and learning. Teaching mentors and course managers share good practice effectively. Induction procedures and lesson observations are used effectively to introduce new staff to the area. The curriculum area has recently gained recognition as a centre of vocational excellence (CoVE) for early years, playwork and children's services, and for mental health conditions and learning disabilities. There is good promotion of equal opportunities. Teachers reinforce students' understanding of equality and diversity in lessons and assignment

tasks. Staff evaluate their performance realistically and quality assurance procedures are particularly effective in bringing about improvements to teaching and learning and students' achievements.

Art, design and media



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

Strengths

- high pass rates on photography, film and vocational art courses

- lively and creative students' work in art and media

- good variety of effective teaching activities

- professional displays of students' art and design work throughout the building

- good student progression

- good leadership and management of the area.

Weaknesses

- low retention rates on a number of courses

- low pass rates on national diploma in media, AS-level media and GCE A-level art and design courses

- some overcrowded and unsuitable accommodation.

Scope of provision

97. The college offers a wide variety of courses in art, design and media. There are currently 1,900 students studying art, design and media. Most full-time students are aged 16 to 19. There are 904 part-time students on an extensive range of art and craft courses, many in outreach centres. The wide range of subject options at AS level and GCE A level include fine art, textiles, graphic design, three-dimensional sculpture, photography, art critical studies, media production and film studies. Seven vocational courses include GNVQ foundation and intermediate in art and design, GNVQ intermediate media, AVCE art and design with options in general art and design and photography and graphics, and a national diploma in media with moving image and publishing pathways. There is a pre-degree course in art and design.

Achievement and standards

98. Pass and retention rates have been consistently high over the last three years on the GNVQ foundation, intermediate and pre-degree foundation courses in art and design. Pass rates for GCE A-level film studies and AS-level and GCE A-level photography have been above national averages for the last three years. Pass rates were low on the national diploma in media, AS-level and GCE A-level art and design courses in 2004.

99. Students' art and media work is lively and creative. Their work is exciting in its wide range of materials and media, with students developing work in ceramics, sculpture using casting and construction, painting, textiles and drawing. The quality of work for AVCE, intermediate and foundation art and design is high. One series of large ceramic pots produced by AVCE students were decorated extensively with a range of techniques in the style of Grayson Perry. The results were colourful and bold incorporating a rich range of imagery. In AS-level graphic design, sketchbooks are poorly presented and students have insufficient graphic awareness to layout and style. The film and media work is professional in its film work with lively scenarios and narratives. There is a good technical standard of editing and filming. Part-time students on a number of craft courses often produce ambitious work of a high standard. The display of students' art throughout the college buildings is excellent. It is very varied in style, media and scale, professionally mounted and includes work from all levels of students including foundation level.

A sample of retention and pass rates in art, design and media, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GNVQ foundation art and design	1	No. of starts	16	16	28
		% retention	94	88	86
		% pass rate	93	100	92
GNVQ intermediate art and design	2	No. of starts	34	32	30
		% retention	91	91	87
		% pass rate	87	86	100
AS-level art studies - fine arts *	3	No. of starts	205	234	269
		% retention	81	78	78
		% pass rate	89	79	82
AS-level film and video	3	No. of starts	78	41	39
		% retention	63	85	77
		% pass rate	90	69	97
GCE A2 media studies	3	No. of starts	41	35	63
		% retention	90	91	89
		% pass rate	95	94	98
AVCE double award art	3	No. of starts	45	43	41

and design		% retention	67	53	68
		% pass rate	100	91	89
National diploma in media production	3	No. of starts	35	30	37
		% retention	46	60	76
		% pass rate	100	94	82
Diploma in foundation studies	3	No. of starts	18	16	20
		% retention	94	100	95
		% pass rate	100	100	100

Source: ISR (2002 and 2003), college (2004)

* includes fine art, textiles, graphic design, photography, three-dimensional design and critical studies

Quality of education and training

100. Most teaching in the curriculum area is very good. Teachers use a wide variety of activities to develop successfully students' learning. Questioning is used effectively to draw out responses from students. There is good use of handouts, whiteboards, slides, videos and film clips to develop ideas and concepts. In art and design, teachers demonstrate techniques and media applications effectively. Teachers make good use of live projects on art and design courses. Many activities are based on trips to museums or sites for primary research. This extensive range of visits is used effectively to stimulate learning. Students benefit from a variety of artists and film makers visiting the college to talk and demonstrate techniques and ideas. Team teaching is used effectively in art and design. Teachers use their industrial and professional experience to inform and extend their teaching and students value this. In a small number of lessons, the cramped and poorly organised space affects students' learning and limits the opportunities for practical work.

101. Accommodation and specialist resources for art, design and media are good. There is an excellent drawing studio, well-equipped ceramics and sculpture workshops and graphic design studio. The photography studio is well equipped. However, it is too small for the size of groups. Media and film studies resources include a good range of computers, editing and video equipment. Teaching and learning activities are sometimes disrupted by the movement of staff and students through the ceramics and sculpture studios. Staff are well qualified and many are practising artists and film makers.

102. Students' progress is monitored effectively. Teachers provide prompt and detailed written and verbal feedback and clear advice on how students can improve their work. The use of the individual students' logbooks in art and design and media to record and build a profile of students' progress are used well. Part-time students keep detailed records of their achievement and skills in logbooks.

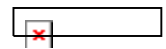
103. Students' progression is good. In 2004, 79% of students who completed the foundation level course progressed to GNVQ intermediate and 87% of students completing the intermediate GNVQ progressed to level 3 courses. Many students have progressed from level 1 to successful studies at GCE A level. Similarly, a number of part-time students progress from level 1 to level 3 and develop their craft skills in a professional capacity. Almost all students who left the pre-degree foundation courses in art and design in 2004 gained places on degree courses.

104. All students are well supported through tutorials and have good access to their subject staff who make time for students outside of lessons. There is effective use of learning support staff in lessons at levels 1 and 2 to improve students' literacy and numeracy. In one foundation level lesson, the specialist art teacher and the support teacher worked successfully as a team to support the students' artwork and their writing skills as students evaluated their responses to the aboriginal art that they were studying. Students achieved a high standard of both art and written work.

Leadership and management

105. Leadership and management of the curriculum are good. There are clear operational targets for improvement for all areas where there are low retention and pass rates. These include a prioritised list of actions to be taken to improve the situation. Pass and retention rates have been improved through these actions. Teachers make good use of students' evaluations to improve courses. There is a very proactive staff development programme. All requests for support are met including attendance at professional development courses and costs of visiting galleries. There is an effective policy for the observation of teaching that involves mid-year and full-year observations linked to annual staff appraisals. Teachers and support staff are highly valued and well supported by management. The system of mentoring for new staff is effective. Where issues are identified, mentors ensure action is taken quickly to improve teaching and learning.

Performing arts



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

Strengths

- very high retention and pass rates on all GCE A-level courses
- outstanding standard of creative and technically accurate practical work
- much very good, and some outstanding, teaching
- effective use of excellent accommodation and resources
- a wide variety of enrichment that broadens students' experience
- outstanding support for students.

Weaknesses

- low pass rates on national diploma popular music course.

Scope of provision

106. The college offers a wide range of full-time and part-time courses in music, drama and dance. There are 539 full-time students, 184 are on GCE A-level courses, 355 on vocational courses and 128 students study part time. First diplomas are available in performing arts for both music and acting. There are national diplomas in music technology, music practice, acting, dance and musical theatre and GCE A levels and AS levels in dance, drama and theatre studies, music, music technology and performance studies. Part-time national awards in acting, musical studies and rock performance complement and develop the full-time provision as does a range of graded exams in music and acting.

Achievement and standards

107. Retention and pass rates on all AS-level and GCE A-level courses are consistently very high. Four out of five GCE A-level subjects had a 100% pass rate in 2004. Retention and pass rates on the first diploma in performing arts and the national diploma in drama are at, or around, the national averages. The national diploma in music technology has been consistently above the national average for retention and pass rates for the last three years. However, pass rates on the national diploma in popular music have been significantly below the national average for the past two years. Students make very good progress on the majority of courses. There is a very high standard of practical work in lessons which, at its best, is disciplined, creative and technically accurate. In dance lessons, students work quickly and imaginatively on their own choreographies. Music students perform with confidence. Many demonstrate a high standard of performance and technical competence in both classical and popular music. Production work is particularly impressive with students achieving professional standards.

A sample of retention and pass rates in performing arts, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
First diploma in performing arts	2	No. of starts	59	62	53
		% retention	75	76	74
		% pass rate	84	70	82
AS-level dance	3	No. of starts	33	32	22
		% retention	91	78	100
		% pass rate	100	92	95
AS-level music (history/theory)	3	No. of starts	31	38	21
		% retention	87	95	95
		% pass rate	96	94	100
GCE A-level drama	3	No. of starts	29	19	15
		% retention	97	95	93
		% pass rate	96	100	100
National diploma in popular music	3	No. of starts	37	58	*53
		% retention	51	67	*81
		% pass rate	63	69	*65
National diploma in drama	3	No. of starts	35	34	*28
		% retention	86	47	*82
		% pass rate	87	88	*96
National diploma in music technology	3	No. of starts	50	46	39
		% retention	52	54	59
		% pass rate	96	92	91

Source: ISR (2002 and 2003), college (2004)

* awarding body change in course title and specification

Quality of education and training

108. Teaching is very good and some is outstanding. In the best lessons, teaching and learning are well planned, challenging and supportive. In an outstanding drama lesson, students worked on insulting one another, in order to explore the performance characteristics of pantomime. Students made excellent progress in their learning and standards of performance. Teaching is often inspiring. Students are encouraged to take risks and experiment in their work independently. In the best lessons, the pace is brisk and the range of tasks set is imaginative. In a physical theatre lesson, teachers challenged students to explore different ways of working by performing in different environments, including in a small forest experimenting with media. Students produce and demonstrate high standards of performance and knowledge. Teachers ensure students have the appropriate opportunities to meet assessment criteria and to cover course requirements. However, in a small minority of lessons, the structures for the work to be undertaken are not sufficiently established and students achieve less well.

109. Accommodation and resources are excellent. The music department has a range of practise rooms, teaching rooms, recording studios and an impressive recital room. In 2004, there was significant investment in music IT and there are now 40 dedicated music workstations. There are three new dance studios, all with sprung floors, in addition to a range of drama rehearsal rooms and a theatre.

110. Staff are well qualified and experienced. Students benefit from the industrial experience of staff and from the contribution made by specialist technicians in supporting their work and developing resources. Teachers produce high-quality handouts and resource packs. In a music technology lesson, all supporting material, including assignment briefs, were stored under the help tab on the computer and students made good use of this to solve potential problems. In AS-level and GCE A-level music, a course handbook gives examples of works from key periods along with a range of CDs which have been produced by the staff.

111. There is very good monitoring of students' progress. Teachers' comments on marked work are informative, and arrangements for assessing and verifying coursework are rigorous and timely. Teachers are responsive to individual students' needs, and students know exactly how they are progressing and what they need to do to improve. Target grades are used effectively to monitor progress. In lessons, learning is checked regularly and peer evaluation is embedded effectively.

112. Performing arts students benefit from participation in the wide range of enrichment activities. Students studying on GCE A-level music and music technology courses have free instrument lessons as well as participating in various ensembles. Students on a level 3 drama course can take externally validated speech exams as well as London College of Music singing exams. Dance students have a college based residency each year.

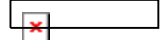
113. Students value the outstanding support they receive for academic and personal issues. The identification of, and provision for, individual learning needs is accurate and thorough. Initial assessment and target setting provides a sound basis for planning students' work. Learning is very well supported. The department has weekly drop-in 'surgeries' to support and extend learning.

Leadership and management

114. Leadership and management are very good. Communication is excellent. Through informal meetings and constant dialogue between teachers, ideas are shared and discussed, and detailed planning is undertaken. This results in a fusion of the individual disciplines and a strong sense of shared identity. Lesson observations, appraisal and staff development are effective in improving teaching and learning and standards of students' work. The self-assessment is accurate and self-

critical.

Humanities



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

Strengths

- very high retention and pass rates

- high standards of students' written and class work

- excellent teaching and learning

- excellent resources for teaching and learning

- very effective monitoring of students' progress

- excellent leadership and management.

Weaknesses

- low and declining retention rates on GCSE psychology course.

Scope of provision

115. The college offers a wide range of subjects in the humanities area. The college has steadily reduced its part-time GCSE and GCE A-level provision in the last few years and discontinued a full-time GCSE resit programme. Consequently, the majority of students are aged 16 to 19 and are studying advanced level courses on a full-time basis. In 2004, the college had 1,316 full-time students aged 16 to 18 and 56 full-time students aged 19 and over. There were also 177 part-time students, of whom 157 were over the age of 19; most of these attended full-time courses with students aged 16 to 19 rather than discrete adult provision. The humanities area includes courses in archaeology, classical civilisation, geography, history, law, philosophy, psychology, religious studies and sociology. There has been an increase in the numbers of students studying law and psychology during the years between 2002 and 2004 and psychology is the area with the highest numbers of

students.

Achievement and standards

116. Achievement and standards in the humanities area are excellent. With the exception of GCSE psychology, retention rates are above national averages in all subjects. Pass rates are consistently high and, in 2004, were significantly above national averages in AS-level government and politics at 92%, sociology at 89%, law at 95%, and geography at 93%. At GCE A level, pass rates are significantly above national averages in sociology at 95%, history at 94%, law at 94% and psychology at 95%. In three subjects, GCE A-level government and politics, religious studies and geography, pass rates have been 100% in at least two of the past three years. In GCSE archaeology, pass rates at A* to C fell below the national average in 2004. The percentage of students achieving high grade passes at AS level and GCE A level in the years between 2002 and 2004 has been above national averages in sociology, psychology, law and government and politics. Measures of AS-level and GCE A-level achievement which compare students' predicted grades with their GCSE performance show that students achieve results significantly better than those predicted in psychology, law, sociology and government and politics. Students' written work and skills in discussion and presentation are also of a high standard.

A sample of retention and pass rates in humanities, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GCSE psychology	2	No. of starts	45	39	55
		% retention	76	69	51
		% pass rate	79	78	93
AS-level sociology	3	No. of starts	102	123	116
		% retention	82	85	84
		% pass rate	93	82	89
AS-level history	3	No. of starts	85	88	82
		% retention	86	89	91
		% pass rate	79	82	89
AS-level law	3	No. of starts	92	147	130
		% retention	78	83	90
		% pass rate	82	80	88
GCE A-level sociology	3	No. of starts	47	45	48
		% retention	94	96	92
		% pass rate	100	98	95
GCE A-level psychology	3	No. of starts	132	115	173
		% retention	96	88	90
		% pass rate	96	93	95
GCE A-level geography	3	No. of starts	17	33	20
		% retention	100	94	90
		% pass rate	100	100	100

Source: ISR (2002 and 2003), college (2004)

Quality of education and training

117. Teaching and learning are excellent. Learning is well planned. The detailed schemes of work and lesson plans take account of students' prior attainment, target grades and individual students' strengths and weaknesses. All lesson plans contain a variety of teaching and learning activities to sustain students' interest and accommodate preferred learning styles.

118. Teachers make high demands on students and set high standards for them, but do so in a supportive and encouraging manner which promotes students' willingness to reach for improved performance without concern for failure. Teachers are knowledgeable and skilled, particularly in questioning students to ensure that they have understood their learning. Teachers often model academic skills for students, including note making, essay writing and discussion so that students have an example to follow, but they do so in a way that requires students to develop their own skills rather than being dependent. Teachers are skilful and conscientious in supporting students outside of lesson times. Students value this support and it is often used effectively to give extension activities to the most able students.

119. Learning is linked closely to the demands of the examination regime and students are shown clearly how to respond to questions in formal assessments. Lessons are conducted at a brisk pace and there are very good working relationships between staff and students. Learning is focused successfully on giving students the confidence to analyse established tenets. For example, in a law lesson, legal frameworks and court decisions were discussed knowledgeably; in psychology, experimentation was subject to routine critique, and in other subjects, established academic positions were actively questioned. Learning is routinely checked during lessons and activities often focus effectively on the consolidation of previous and new learning. Progression of skills is a key ingredient in a number of lessons. For example, in a politics lesson on liberalism, groups of students were asked to review three contemporary case studies and progressively identify the key ideas raised in the case studies, pose questions of liberalism arising from the case studies and identify a possible response to the questions. Students responded with interest and demonstrated skills of analysis and critical thinking.

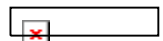
120. Teaching staff are well qualified and experienced. A number of staff also have relevant vocational experience which is used to good effect in teaching and learning. Learning resources are excellent. There is an extensive, up-to-date and relevant book stock and learning resources produced by teachers are also of a high standard.

121. The monitoring of students' progress is very effective. Homework is set regularly and marked swiftly. Students' work receives close attention and the detailed comments from teachers are supportive and effective in helping students to improve their performance. There is good use of target minimum grades which are closely tracked during tutorials with explicit actions to raise students' achievements. There is close communication between tutors and subject teachers. Students receive very good support in making applications to HE. However, there is less detailed and effective advice and guidance for progression into employment.

Leadership and management

122. Leadership and management are excellent. All management activities are appropriately and successfully focused on raising students' achievements and improving teaching and learning. Course managers are clearly accountable for students' performance, staff training and quality assurance. Self-assessment reports are detailed and self-critical and development plans focus on identified weaknesses and actions to secure improvements. There is extensive lesson observation clearly linked to appraisal and staff development. Quality assurance procedures have led to improvements in retention and pass rates in many subjects.

English and modern foreign languages



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

Strengths

- high pass rates in most AS-level and GCE A-level subjects

- high standards of students' work

- much good or better teaching

- effective monitoring of students' progress

- wide ranging enrichment activities supporting and encouraging learning

- good management improving teaching and learning.

Weaknesses

- low pass rates on AS-level Spanish and advanced extension awards in English

- low retention rates on AS-level French and many part-time courses

- insufficient integration of key skills in lessons.

Scope of provision

123. The college offers a very wide range of full-time courses in English and modern foreign languages. AS-level and GCE A-level courses are offered in English literature, English language and literature, English language, French, German and Spanish. An intensive one-year GCE A-level course in English language and literature is also available. There is a full-time one-year course in GCSE English as well as an intensive course on Saturday mornings from January each year. There is a wide range of part-time provision in languages. GCE A levels in French, German and Spanish are offered as well as GCSE courses in French, Italian and Spanish. The part-time provision also includes courses in 11 languages including Arabic, Japanese and Russian. Beginners and

foundation courses are available in 10 languages including Latin and Greek. Some of this part-time provision is offered in local schools and a community centre. The Council for the Advancement of Communication for Deaf People (CACDP) Stage 1 British Sign Language course is also offered part time.

124. French, Italian, Spanish, Russian, Japanese and sign language are offered to full-time students and staff as part of enrichment and Spanish and Italian to travel and tourism students. Chinese Mandarin is taught at a local company's premises.

Achievement and standards

125. Pass rates on the majority of AS-level and GCE A-level courses in both English and modern foreign languages were 100% in 2004. Retention rates, however, on many part-time courses are low. Retention rates on AS-level French are low and declining. In English GCE A level, pass rates have been consistently above the national average for the years between 2002 and 2004. Students also achieved above the national average of high grades in 2004 in this subject. The pass rates in AS-level Spanish and the advanced extension award in English were very low. Data which compare students' actual grades with their GCSE results show that their performance was slightly above, or at, the level which was predicted in most subjects, but significantly better in AS-level English literature. There is a high standard of students' work in most subjects in this area.

A sample of retention and pass rates in English and modern foreign languages, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GCSE English language	2	No. of starts	198	148	133
		% retention	71	70	67
		% pass rate	47	53	74
AS-level English language and literature	3	No. of starts	76	127	113
		% retention	93	86	82
		% pass rate	92	87	92
AS-level English language	3	No. of starts	42	51	75
		% retention	79	75	88
		% pass rate	97	92	94
AS-level French	3	No. of starts	24	40	39
		% retention	96	70	64
		% pass rate	48	61	80
AS-level Spanish	3	No. of starts	28	*	30
		% retention	61	*	73
		% pass rate	59	*	50
GCE A-level English literature	3	No. of starts	22	26	33
		% retention	100	96	88
		% pass rate	100	96	100
GCE A-level English language and literature	3	No. of starts	61	46	67
		% retention	93	91	96
		% pass rate	98	100	100

Source: ISR (2002 and 2003), college (2004)

**fewer than 15 students enrolled*

Quality of education and training

126. Teaching and learning in most lessons are good or better. Teachers communicate successfully and show enthusiasm and interest in their subjects. Aims and objectives are clearly established at the beginning of lessons. Schemes of work and lesson plans are clear and closely related to specifications. Most teachers use a variety of methods to take account effectively of individual needs and maintain the interest of all students. However, in a minority of lessons, there is insufficient extension work for the most able students. Teaching and learning materials are of a high quality. In one English lesson, the teacher projected text on to a whiteboard and then captured students' comments about the text on the board thereby producing a clear image for all students of how a well-annotated text should appear. In modern foreign language lessons, appropriate use is made of the target language. In one particularly effective lesson, the teacher skilfully encouraged hesitant students to express themselves in the target language yet at the same time gave clear and firm correction to pronunciation. The quality of teaching across the GCSE English course varies from very good to satisfactory. In one lesson, the teacher used a well-prepared handout which required students to discuss in groups a central character of the novel they were studying. The well-guided discussion that followed clearly showed the students had gained an understanding of characterisation and skills of critical analysis. In a small minority of lessons, students spend too long taking notes and teachers fail to stimulate their interest and learning. Teachers pay insufficient attention to gathering evidence and encouraging the development of students' key skills.

127. Staff are well qualified and experienced. Good use is made of the specialist resources in the two language laboratories with effective use of ILT software which enables students to play back recordings made in the target language at a speed most suited to them. Students particularly value this facility which enables them to progress according to their individual needs. In English, the use of good specialist materials and Internet and intranet resources is particularly effective in supporting students' learning.

128. Students' progress is monitored very effectively. Work is set regularly, marked accurately and returned promptly. Students are given clear advice on how to improve their performance. Assessments are well focused on the criteria set out in the specifications. Reviewing of students' work takes place formally with appropriate frequency. In the majority of lessons, oral assessment of group, pair and individual work is very good and supports students in improving their performance.

129. The modern foreign languages department offers a wide range of courses for beginners that can be taken as part of the cross-college enrichment programme. Languages available include Latin, Greek, Turkish, Dutch, Russian, Portuguese, Japanese and other European languages. These courses provide an opportunity for staff and students to study together. English students studying the plays of Shakespeare and the poetry of the First World War benefit from extensive trips to theatres and museums.

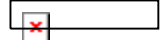
130. Support for students is very good. Students receive good advice and guidance in line with college policy of two interviews prior to the start of programmes and a 'confirmation' interview soon afterwards. Appropriate arrangements are in place for induction and identification of additional learning support. There are good procedures for the following up of absence and students are supplied promptly with materials for lessons they have missed.

Leadership and management

131. Leadership and management are good. Management focuses successfully on improving teaching and learning and students' achievements. Weaknesses identified in the self-assessment report are clearly addressed in the development plan. For example, a pre-induction programme has been established on the modern foreign language course to try to improve retention rates and language assistants have been deployed more effectively. In GCSE English language, a base room has been created and the entry criteria adjusted. However, the self-assessment report does not identify the lack of key skills' integration within the curriculum as a weakness. Lesson observation,

staff appraisal and training are clearly and explicitly linked and have resulted in improvements in the quality of teaching and learning.

Literacy and numeracy



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

Strengths

- very high pass and retention rates

- excellent student progression

- very good, and some outstanding, teaching and learning

- excellent monitoring of students' progress

- very good links with local communities and employers

- outstanding support for students with a range of individual needs

- excellent curriculum management.

Weaknesses

- inappropriate teaching accommodation for some students.

Scope of provision

132. The college provides discrete part-time literacy and numeracy courses, mainly for adult students in the college and the community. Lessons take place during the day and in the evening. There are 439 literacy and 244 numeracy students enrolled on these courses. Additional support in literacy and numeracy is provided for students taking other qualifications to help them achieve their

main learning goal. Some 760 students are currently in receipt of this support. Most of these students are aged 16 to 18 and are studying full time. Support is provided through the use of support teachers and learning support assistants who help students in small groups; through double staffing in vocational areas and on a one-to-one or small group basis in the college's study centre.

Achievement and standards

133. There is very good achievement on all programmes. In 2003/04, all students receiving literacy and numeracy support achieved their main qualification. There are very high pass rates on accredited courses. Most accredited courses show an improving trend in the number of students obtaining passes. Retention rates on all nationally recognised accredited courses are very high. The retention rate on the college certificate in literacy course is high and improving.

134. Students on discrete and support courses make very good progress and achieve above the level which might be expected. For example, students assessed at entry level 2 who found basic multiplication difficult at the beginning of the course are now able to read accurately detailed numerical scales requiring calculations based on counting in multiples of 25. New students assessed at level 1 contribute confidently and openly in discussions around a variety of complex text types. Students frequently complete additional tasks outside of lessons. Homework is clearly marked and annotated with constructive comments which build clearly into the next lesson.

A sample of retention and pass rates in literacy and numeracy, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
College certificate in literacy	Entry 3	No. of starts	*	281	237
		% retention	*	86	89
		% pass rate	*	88	96
City and Guilds entry level literacy	Entry 3	No. of starts	*	25	46
		% retention	*	100	100
		% pass rate	*	92	85
City and Guilds entry level numeracy	Entry 3	No. of starts	*	42	29
		% retention	*	100	100
		% pass rate	*	83	100
City and Guilds level 1 literacy	1	No. of starts	*	20	20
		% retention	*	100	100
		% pass rate	*	80	75

Source: ISR (2002 and 2003), college (2004)

*course did not run

Quality of education and training

135. Most teaching is very good and some is outstanding. Lessons are well planned and effective in meeting the specific identified needs of individual students. Students learn well from activities closely linked to their interests and needs. Teachers make high demands on students whilst being supportive. Individual needs are met effectively through good use of activities to meet the needs of different learning styles. Small group work and individual work is well organised and combined with whole class teaching. Students learn well from each other and acquire skills which they apply in their college courses and everyday life. Lessons are conducted at a brisk pace and students demonstrate enthusiasm and actively engage in their learning. In a few lessons, the cramped accommodation and

extraneous noise prevents students from learning effectively.

136. There is excellent use of assessment to support and motivate students. Students agree clear and specific learning targets which are recorded in detailed individual records. Teachers make particularly good use of initial and diagnostic information to select appropriate teaching methods and teaching is explicitly linked to the achievement of the identified individual targets. Students demonstrate a clear understanding of how tasks completed in lessons relate to the progress they are making towards achieving their learning targets.

137. There are very effective and successful links with local communities and employers to encourage new students into learning. Lessons are established in local settings near to where people live or where they work in response to employer and employee needs. For example, parents and carers learn in family literacy lessons at their children's school. Lessons set up with the support of local employers help students develop their writing skills for work. For example, care workers develop their report writing skills to help them record better care plans.

138. Students are provided with outstanding support and guidance. Signers, specialist dyslexia support and many other learning support services help literacy and numeracy students to participate fully in lessons. Community-based students are well supported to engage and continue in learning through the effective help of outreach staff, who provide good pre-course and post-course support. Support is provided with sensitivity and helps many adult students to take part in learning for the first time since leaving school. For example, students who do not have the confidence to join a group for lessons are provided with one-to-one support until their confidence has increased sufficiently to join the teaching group. All community-based students are invited to college via a free minibus to visit the gym, hairdressing and beauty courses and other college facilities; many make use of this facility. In 2003/04, 50% of students progressed on to other courses, went into employment, gained promotion or changed their career. There are examples of students who have progressed to HE. However, a minority of students are not fully informed of where they might go to obtain careers advice and guidance.

Leadership and management

139. Leadership and management are outstanding. There is a clear management focus on improving students' achievements and teaching and learning. There is an extensive and well-structured lesson observation system for full-time and part-time staff which is clearly linked to appraisal and staff training. Quality assurance, including self-assessment, is rigorous and has been successful in bringing about improvements to students' achievements. The mentoring scheme for new staff is effective in allowing teachers to develop their skills and share expertise.

Part D: College data

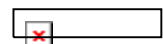
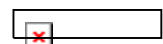


Table 1: Enrolments by level of study and age

Level	16-18 %	19+ %
1	28	63
2	24	12
3	34	10



4/5	0	3
Other	14	12
Total	100	100

Source: provided by the college in 2004

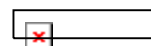
Table 2: Enrolments by curriculum area and age

Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)*
Science and mathematics	1,691	842	7
Land-based provision	104	22	0
Construction	6	4	0
Engineering, technology and manufacture	318	413	2
Business administration, management and professional	1,067	1,362	7
Information and communication technology	1,425	2,954	12
Retailing, customer service and transportation	49	167	1
Hospitality, sports, leisure and travel	3,166	3,593	19
Hairdressing and beauty therapy	663	698	4
Health, social care and public services	1,776	2,426	12
Visual and performing arts and media	2,701	3,084	15
Humanities	1,238	458	5
English, languages and communication	1,516	1,695	9
Foundation programmes	549	2,492	8
Total	16,269	20,210	100

Source: provided by the college in 2004

* figures rounded

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	318	523	1,288	1,644
	Retention rate %	79	82	85	69	78	83
	National average %	75	76	76	70	71	71
	Pass rate %	77	83	86	84	89	88
	National average %	67	69	73	68	70	77
2	Starters excluding transfers	1,366	1,586	1,454	1,426	1,704	1,244
	Retention rate %	76	80	82	78	79	76
	National average %	70	71	71	68	68	67
	Pass rate %	77	78	81	85	83	82
	National average %	68	70	73	67	71	73
3	Starters excluding transfers	3,569	3,546	3,979	1,419	1,593	1,203
	Retention rate %	76	83	83	71	76	74
	National average %	70	77	77	68	70	69
	Pass rate %	86	88	86	83	88	89
	National average %	75	77	80	68	71	74
4/5	Starters excluding transfers	28	*	*	207	143	299
	Retention rate %	79	*	*	69	67	83
	National average %	73	*	*	67	68	69
	Pass rate %	91	*	*	67	71	72
	National average %	54	*	*	54	54	58

Note: summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).

Sources of information:

1. National averages: Benchmarking Data 2001 to 2003: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2004.

2. College rates for 2000/2001 to 2002/03: College ISR.

** too few students 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)	80	18	2	106
Level 2 (intermediate)	76	22	2	46
Level 1 (foundation)	70	30	0	23
Other sessions	88	4	8	24
Totals	79	19	2	199

© Crown copyright 2005. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced verbatim without adaptation, and the source and date of publication are stated.
 Inspection reports are available on the Ofsted website (www.ofsted.gov.uk).

