



ADULT LEARNING
INSPECTORATE



Lambeth College

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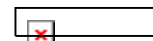
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Basic information about the college

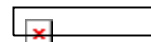


Name of college:	Lambeth College
Type of college:	General Further Education College
Principal:	Ian Ashman
Address of college:	Clapham Centre 45 Clapham Common South Side London SW4 9BL
Telephone number:	0207 501 5010
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Chair of governors:	Dame Lorna Boreland-Kelly
Unique reference number:	130413
Name of reporting inspector:	Nigel Flood
Dates of inspection:	4-8 October and 12-14 October 2004

Part A: Summary



Information about the college

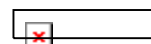


Lambeth College is a large general further education (FE) college situated in the inner London borough of Lambeth. The borough has both inner city and suburban areas. The college has main centres at Brixton, Clapham and Vauxhall, and a small community education centre in Streatham. The college also provides learning at over 50 off-site franchise community and employer venues. The college provides programmes in all areas of learning identified by the Learning and Skills Council (LSC). The largest numbers of students are in foundation studies including English for speakers of other languages (ESOL), literacy and numeracy and provision for students with learning difficulties and/or disabilities; health and social care; information and communications technology (ICT); business administration, management and professional; construction; visual and performing arts and media; and engineering. In other areas, such as land based, hairdressing and hospitality, and sport, leisure and tourism, the number of students is low. The college has centres of vocational excellence (CoVE) in construction and in business administration, management and professional. The college is developing a dedicated sixth form centre. The college does not have any work-based learning or Jobcentre Plus provision. Courses range from entry level to higher level. During 2002/03, there were 2,208 students aged 16 to 18, of whom, 78% were full time and 18,181 adult students, of whom, 66% were part time. Some 53% of students were female and 61% were of minority ethnic origin.

The population of Lambeth was 266,169 in 2001, of which, 50% were from minority ethnic groups. Some 90% of economic activity in Lambeth is in the service sector, of which, around 30% is public administration, education and health: the remainder is mainly manufacturing and construction. Unemployment in Lambeth, in September 2004, was 5% against a national average of 2%. This is the fourth highest percentage of unemployment of the inner London boroughs. The borough has a ranking of 13 out of 355 for the highest level of deprivation in England for local authorities. Around three quarters of the college's students are from areas of high deprivation. Lambeth has 11 secondary schools, 7 of which, have sixth forms and there are 6 special schools. The percentage of pupils achieving five general certificate of secondary education (GCSE) qualifications at grades A* to C in Lambeth in 2003 was 42% against a national average of 53%.

The mission of Lambeth College is to be a leading provider of FE with a commitment to providing excellent quality teaching and learning, promoting equality and widening of participation in education, delivering high levels of learner success and meeting the skills needs of the economy.

How effective is the college?



Inspectors judged provision to be outstanding in one curriculum area, good in six and satisfactory in three. The college's main strengths and areas that should be improved are listed below.

Key strengths

- increasing and above average retention rates for adult students

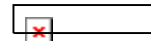
- increasing and above average pass rates for adult students
- large proportion of good or better teaching and learning for level 3 adult students
- outstanding provision for students with learning difficulties and/or disabilities
- good range of specialist resources
- good range of responsive provision
- outstanding social inclusion
- good curriculum management.

What should be improved

- retention rates for students aged 16 to 18 at level 3
- the proportion of good or better teaching for students aged 16 to 18 at levels 1 and 2
- accommodation in some areas
- punctuality of many students.

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

Quality of provision in curriculum and occupational areas

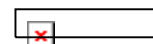


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum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

Area	Overall judgements about provision, and comment
Science and mathematics	Good. Pass rates are high for GCSE mathematics and double award science and GCE A2 chemistry students. There is good understanding and acquisition of scientific concepts by students. Teaching and learning, and curriculum management are good. Retention rates on the advanced vocational certificate of education (AVCE) (double award) in science are low and there are declining pass rates in advanced subsidiary-level (AS-level) mathematics.
Construction	Good. Pass rates are high on most courses and retention rates are high for national vocational qualification (NVQ) level 2 wall and floor tiling, plastering and wood occupations courses. The linking of theory and practice in lessons is good. Retention rates are low on the City and Guilds 2360-05 electrical installation course and national certificate and diplomas courses. Students' punctuality is poor.
Engineering	Good. Pass and retention rates are high. Lesson planning is particularly effective. Resources for motorcycle and sound engineering courses are excellent. There is insufficient use of ICT in lessons.
Business, administration, management and professional	Good. Pass rates are high. The teaching is good and students find the learning environment highly motivating. Resources are very good. There is insufficient availability of literacy and numeracy support. The retention rate on the AVCE business course is low.
Information and communications technology	Good. Pass rates are high, there is good teaching and learning, and support for students is strong. Resources and the management of the franchise provision are good. Retention rates are low on provision for students aged 16 to 18 and there is poor punctuality on some courses.
Health and social care	Good. Pass and retention rates are high on most courses. Teaching and learning are good and there is very good support for individual students. The promotion of equal opportunities through the curriculum is particularly effective. The pass rates are low for AVCE health and social care, and there is inadequate health and safety risk assessment of student placements.
Visual and performing arts and media	Satisfactory. Pass rates are high on AS-level and GCE A2 media studies courses. Students develop high level of practical skills in radio, multimedia, dance and theatre studies. Retention rates for students aged 16 to 18 are low. There is insufficient development of students' research and writing skills.
Literacy and numeracy	Satisfactory. Literacy and numeracy support is good for students on vocational courses. Initial assessment of students' literacy and numeracy needs, and reviews of students' progress are effective. The proportion of good or better teaching and learning on discrete literacy and numeracy courses is small. The use of ICT in teaching and

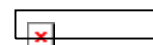
	learning is poor and target setting for individual students' learning needs is inadequate.
English for speakers of other languages	Satisfactory. Pass rates for external tests are high. Teaching and learning are good on courses for students aged 16 to 18 and there is effective development of language skills through ICT for full-time students. Support and guidance for individual students are good. In lessons, there is insufficient development of students' speaking and listening skills, and much uninspiring teaching.
Provision for students with learning difficulties and/or disabilities	Outstanding. Standards of students' work are very high. Teaching and learning are very good and support for students is outstanding. The range of courses for students is excellent. There are very good learning resources.

How well is the college led and managed?



Leadership and management are good. The principal, senior managers and governors have set a clear direction to raise standards of provision and students' pass and retention rates, and to develop a curriculum which is responsive to the needs of students, employers and the local community. Management in most curriculum areas is good or better and none is unsatisfactory. Teaching and learning are mostly good or better and there is a very low level of unsatisfactory teaching, but the proportion of good or better teaching for students aged 16 to 18, at levels 1 and 2, is small. Most pass and retention rates increased between 2001 and 2003. In 2003, they were at, or above, the national average, but there was a declining retention rate for students aged 16 to 18 at level 3. The management of student support is good, but there is poor student punctuality in some curriculum areas. Quality assurance and staff development are generally successful at improving the college's performance. The self-assessment report is accurate in identifying strengths and weaknesses, and there are clear action plans to remedy issues. Communications between managers and staff are good. Managers are very successful at promoting equality of opportunity and social inclusion. Staff make effective use of high-quality management information. Financial management is good.

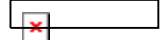
To what extent is the college educationally and socially inclusive?



The college's response to educational and social inclusion is outstanding. It is very responsive to meeting the educational needs of the local communities and successful at promoting equality of opportunity and diversity, and meeting the skills requirements of the economy. The range of provision for groups from areas of high deprivation and those who do not normally enter FE is very good. Governors, managers and staff give the promotion of equality of opportunity and diversity a particularly high priority. The college provides a friendly and secure learning environment for students, with a strong emphasis on respect and tolerance. Teachers use learning materials and activities very well to promote equality of opportunity and diversity. The college has excellent partnerships with a wide range of employers, and community and voluntary groups. There is a growing provision for those aged 14 to 16. The college's response to the Race Relations (amendment) Act 2000 is good. The college's Skills for Life strategy recognises the need to increase retention and pass rates, and to improve the key skills of its students, in particular, for those groups who underachieve. The ethnic profile of staff is similar to that of the local population. About two thirds of the students are from minority ethnic groups. There is a good response to the Special Educational Needs and Disability Act 2001 (SENDA) and the college is implementing an action plan

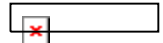
for students.

How well are students and trainees guided and supported?



Guidance and support for students are good. The college provides prospective students with good information, initial advice and guidance to assist them in making informed decisions on what to study. There is effective initial assessment of full-time and substantive part-time students additional support needs. Induction is good in introducing students to the college and their courses. The college and the course handbooks are well designed and informative. There is good support to help students with literacy, numeracy and language support needs and those with additional learning difficulties and/or disabilities. Students value the good support and guidance they receive at tutorials from tutors. The college provides a comprehensive range of particularly effective student services including support on personal and welfare issues, childcare and careers advice and guidance.

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

- good tutorial support

- good welfare support

- good teaching

- accessible and helpful teachers

- help with progression

- good facilities and environment.

What they feel could be improved

- enrolment arrangements for part-time students

- social areas at some centres

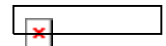
- arrangements for cover when staff are absent

- students and some staff being late for lessons

- the variety of food in the college dining areas

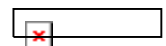
- the length of some lessons.

Other information

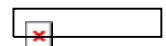


The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The college's action plan must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

Part B: The college as a whole



Summary of grades awarded to teaching and learning by inspectors

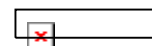


Aspect and learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	54	41	5
19+ and WBL*	67	30	3
Learning 16-18	54	41	5
19+ and WBL*	62	34	4

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. Around 90% of pass rates increased between 2001 and 2003, and just under 80% of pass rates in 2003 were above the national average for similar colleges. Around 90% of retention rates also increased between 2001 and 2003. In 2003, just below 70% of retention rates were above the national average. For level 1 qualifications, the retention rates in 2003 were in the top 25% for general FE colleges. Nearly two thirds of students at Lambeth College are from minority ethnic groups. Some 80% of retention and pass rates for these students in 2003 were above the national averages for their own minority ethnic groups. However, just under 50% of these groups had retention and pass rates above the national average in 2003 for all groups of students. Most students are making satisfactory or better progress when their results are measured against previous achievement and learning, and are improving their personal and learning skills. A weakness at the 2001 inspection of the college by the Further Education Funding Council (FEFC) was unsatisfactory punctuality of students. College managers have taken action to resolve this weakness, but students' punctuality remains an issue.

16 to 18 year olds

2. Most pass rates in 2003 for students aged 16 to 18 were, at or above, the national average. Between 2001 and 2003, pass rates increased for most students aged 16 to 18. At level 1 and for short courses the improvement was significant with an increase of at least 10%. Retention rates for students aged 16 to 18 in 2003 were slightly above the national average at levels 1 and 2, but below by around 3% for level 3 and short courses. Between 2001 and 2003, most retention rates increased slightly. However, at level 3, there was a decline of 8% between 2002 and 2003.

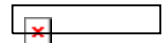
3. The proportion of pupils achieving five GCSEs at grades A* to C in Lambeth, in 2003, was well below the national average. The majority of students aged 16 to 18 who enrol at the college are those who do not achieve five GCSEs at grades A* to C and come from areas of high deprivation and minority ethnic backgrounds. Most of these students make adequate or good progress compared to prior levels of attainment and develop successful learning skills. In most curriculum areas, students develop good occupational skills. For example, level 3 painting and decorating students, when marbling walls, are able to work and experiment well with a variety of colours. Electronics students develop good skills when constructing electrical circuits. In science, students have a good grasp of scientific concepts, which helps them build a sound knowledge of their subject. GCE A2 business students have a good understanding of double entry bookkeeping. However, some second year graphic design students have little knowledge of the history of their subject.

Adult learners

4. For adult students, in 2003, pass rates were generally above the national averages. With the exception of level 2, all the other pass rates were at least 5% above the national average. Between 2001 and 2003, most pass rates increased with the exception of level 4. On short courses, the improvement was significant with the rate increasing by over 20%. In 2003, most retention rates at levels 1 to 3 and for short courses were above the national average, but at level 4, the rate was below the average. Between 2001 and 2003, nearly all retention rates increased slightly with the exception of level 3 where the rate increased by 8%.

5. Many of the college's adult students come from groups who, traditionally, are under-represented in FE. For example, those who have left school with few formal qualifications and have not taken part in any additional training to improve their learning skills, come from areas of high deprivation and do not have English as their first language. Adults make satisfactory or better progress compared to prior levels of attainment. A greater proportion of adult students make better progress compared to students aged 16 to 18. The work of students with learning difficulties and/or disabilities in performing arts is outstanding. They make excellent use of whole body movement and facial expression to express emotion. Radio journalism students develop good discussion and debating skills on difficult topics. The practical ability of dental technology students in preparing dentures is of a high standard. Access to science students in laboratories are enthusiastic, keen to learn and industrious. The language skills of ESOL students are developing at a satisfactory pace, but those with higher levels of skills are not using them well in lessons.

Quality of education and training



6. Inspectors graded teaching and learning in 215 lessons. They judged that teaching was good or better in 63% of these lessons, satisfactory in 33% and less than satisfactory in 4%. These figures are similar to the average for general FE colleges inspected in 2002/03, except that the percentage of less than satisfactory teaching is lower than the national average of 7%. Teaching and learning are significantly better in lessons for adult students than in those for students aged 16 to 18. The proportion of good or better teaching for both age groups is largest on level 3 courses, particularly for adults. However, the proportion of good or better teaching for students aged 16 to 18, at levels 1 and 2, is below the national average. Teaching is most effective in health and social care; science and mathematics; engineering; construction; business administration, management and professional; ICT; and particularly in provision for students with learning difficulties and/or disabilities. Teaching and learning are less effective in literacy and numeracy and in ESOL. In vocational subjects, teaching and learning are more successful in practical than in theoretical lessons.

7. In the better lessons, students work purposefully and enjoy their learning. Teachers use an appropriate range of techniques to ensure that students learn quickly. They give clear explanations and use question and answer techniques and class discussions effectively. Group work is interesting and productive, and students' understanding is checked frequently. Most teachers ensure that all students are involved in the lesson and they move learning forward at a brisk pace. Teachers use well-designed teaching and learning materials judiciously to improve students' theoretical and practical skills, and to encourage students to learn independently. In the very best lessons, the materials used are imaginative and inspire students. Teachers in most curriculum areas use ICT well, both inside and outside the classroom, to improve students' knowledge and to help them to develop research skills. There is a strong promotion of equal opportunities and respect for diversity in many curriculum areas.

8. In most lessons, teachers pay careful attention to individual students' needs both in planning lessons and in using strategies to match learning materials and activities to students' abilities. For example, in health and social care, and in performing arts, teachers make effective use of detailed profiles of each student in the class. Profiles identify students' specific literacy or numeracy needs, their preferred learning styles and other useful background information. Students with English as a

second or other language are given opportunities throughout lessons to develop their language skills. In ICT and in science and mathematics, teachers use their knowledge of students' abilities to match stronger students with weaker ones in small group work. In many curriculum areas, teachers are effective in helping students to develop their communication, numeracy and ICT skills through the vocational or academic content of the lesson. Students respond positively to opportunities to improve their key skills where they can see the relevance of the skills to their chosen course of study. In some excellent and imaginative lessons for students with learning difficulties and/or disabilities, students develop a wide range of essential skills and improve their self-confidence rapidly.

9. In the less successful lessons, students are not involved sufficiently in their learning and their progress is slow. For example, in a minority of lessons, teachers talk for a long time, students contribute little and lose concentration, and there are no effective checks on their learning. Teachers frequently direct questions at the whole group rather than at individuals, leaving the teacher unsure whether all students have understood. Students in literacy and numeracy lessons are keen to learn, but uninspiring teaching discourages their enthusiasm. In many ESOL lessons, the overuse of worksheets and a narrow range of learning activities results in many students' opportunity to develop their speaking and listening skills being restricted. In a minority of lessons in construction, the aims of the lesson are not sufficiently explicit, students are passive and learning is slow.

10. In the last three years, the college has made significant improvements to resources and accommodation. The college is aware of its need to comply with the requirements of the SENDA. Most of the college's centres are accessible to students with mobility difficulties. A detailed accessibility audit in 2003 has identified areas for development. The college has not resolved all the issues from the audit. There are some issues for students with sensory impairments including the lack of induction loop facilities at all reception areas.

11. Staff are qualified appropriately for the areas they teach. Some 81% of full-time and 55% of part-time teachers hold teacher training qualifications. In most curriculum areas, staff have a good range of occupational experience and most keep their knowledge and skills up to date. The college has high-quality specialist facilities, equipment and resources particularly the modern multi-media studios, dental laboratories and the motorcycle workshop. The very good range of specialist resources and support for students with learning difficulties and/or disabilities includes variable height workstations, software packages, and sign language interpreters. The college regularly invests in new ICT and software for students and staff. Most computer suites have data projectors and a third of classrooms have computers. There are very good displays of all types of students' work throughout the college. Some accommodation is too small for the size of group using it. All centres have separate well-equipped libraries, ICT and study areas.

12. Assessments and marking are fair and accurate. Assessment briefs and marking criteria are clear. Teachers return marked work promptly. Most teachers provide students with clear verbal or written feedback. Occasionally, feedback lacks sufficient detail to provide students with guidance on how to progress and improve. Most moderation and verification is thorough. However, there are weaknesses in internal verification in construction and hairdressing. The action plans to resolve weak assessment practice in early years care and education are thorough. Staff receive regular training and updating on verification and assessment.

13. Course tutors use initial assessment effectively to develop full-time students' individual learning plans. Most tutors use these well to monitor students' progress. Some individual learning plans lack sufficient detail. For example, learning targets are not sufficiently clear and the evaluation and recording of students' progress is not always adequate. The recording of adult students' progress in the franchised provision is effective. Tutors provide useful information on the progress of students aged under 18 to parents and guardians, and to schools who have pupils attending the college.

14. The college's very broad range of provision is from entry level to higher levels. All curriculum areas have clear progression routes for students. The range of vocational courses is very good and meets local and regional needs. For example, the college is a regional centre for dental technology. The variety of relevant programmes for students with learning difficulties and/or disabilities is extensive. Motorcycle maintenance courses are not available at times appropriate for those

employed.

15. The college has very good links with a wide range of employers, particularly in construction and business administration, management and professional studies where the college has CoVEs. The college is responsive to employers' needs and offers specific courses to remedy local skills shortages. Students benefit from work experience and visits to local employers. The college, through a wide range of skills development programmes, has successfully developed links with a range of small local businesses. The college is involved in a successful national project to provide training to the security industry.

16. The college has a very responsive range of courses to meet local community needs. These include a wide variety of full-time and part-time courses in ICT, literacy, numeracy and language which the college provides at its own centres and through franchise providers at community centres. The college works closely with local charitable organisations to provide training to those returning to learn and people who have had problems with substance misuse or mental health issues. The college supports a local prison by providing a course for prisoners to run their own radio station.

17. The college has good links with six local secondary schools, four schools from other boroughs and eight special schools to provide programmes in construction, engineering, hairdressing, motorbike maintenance and applied art and design. There are 136 pupils on increased flexibility projects and school-link programmes.

18. The college has revised and developed its key skills provision. Each curriculum area has a champion to develop and coordinate key skills provision. These arrangements have led to improvements in most curriculum areas, but not in visual and performing arts and media, and ICT.

19. The college has implemented detailed policies and procedures relating to child and vulnerable adults in response to child protection legislation. There are good links with local social services through nominated people to assist in the implementation of these policies and procedures.

20. Well-qualified staff at the college's advice and guidance centres provide effective initial advice and guidance to prospective students. Prospective students can easily access the college web site to find details on all college courses. The college prospectus and leaflets provide clear course information including details on entry requirements, course content, fees and progression opportunities. All full-time students and substantive part-time students receive an interview with the course tutors before they start.

21. Induction for full-time students is effective. Students are clearly aware of the course content, timetable, communal areas at college centres and support arrangements. Course booklets are well written. The student handbook and diary provide good information on the college, the services available and useful contact numbers.

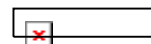
22. All full-time and substantive part-time students complete an initial assessment of literacy and numeracy. Some 84% of students needing support receive help. However, some students are not able to access the support they need. Additional learning support tutors have a good understanding of vocational courses and provide very effective support to students. Pass rates for full-time students receiving additional support are 10% above those who do not receive support. The college provides good specialist individual support to students with learning difficulties and/or disabilities. Study centres provide a good range of software and other materials to support students with additional learning needs.

23. All full-time students and substantive part-time students have effective weekly group or individual tutorials. A good range of topics is discussed during group tutorials. Students appreciate the good support tutors provide, for example, help with course work and personal support. Most part-time students have individual reviews with their tutor at least once a term. Tutors monitor attendance and punctuality, and although these have improved during 2003/04, there are still problems with punctuality in some curriculum areas. Where appropriate, the college makes effective use of external and peer mentors to support students.

24. The college's very good range of student support services includes a wide variety of advice and guidance services. The college provides day and evening childcare facilities at two centres for children of staff and students. The college provides funding support through registered childminders for those children it cannot accommodate at its nursery facilities. The college staff and Connexions personal advisers provide impartial careers and progression advice and guidance. Libraries provide high-quality written materials and software on careers and progression. The college organises a range of group progression and careers sessions on the next move after college, and student finance for higher education (HE) as well as job search workshops for all students. Many tutors discuss career opportunities within their vocational areas as part of tutorials. The college runs annual employers and HE fairs.

25. College enrichment activities include cultural visits, work experience and sports. In 2003, a group of performing arts students, including some students with learning difficulties and/or disabilities, successfully toured various national venues with performances of *A Tear for a Drop of Water* and *A Midsummer Nights Dream*. The college uses communal areas effectively to promote national events such as Black History Month and International Women's Day.

Leadership and management



26. Leadership and management are good. The principal, senior managers and governors, well supported by managers and staff, have established clear strategic aims to raise standards of provision, students' pass and retention rates, and to have a curriculum which is responsive to the needs of students, employers and the local community. There is a comprehensive planning process and a thorough three-year development plan to achieve these aims. The principal and senior managers have been successful in achieving the majority of the strategic aims. The quality of provision in 70% of curriculum areas is good or better and no curriculum area is unsatisfactory. Most teaching and learning in lessons are good or better and there is a low level of unsatisfactory teaching, although the proportion of good or better teaching for students aged 16 to 18, at levels 1 and 2, is below the national average. The majority of pass rates for students were at, or above, the national average in 2003 and most increased between 2001 and 2003. Most retention rates for students increased between 2001 and 2003, and were above the national average in 2003. However, managers were unable to stop a declining retention rate at level 3 for students aged 16 to 18 and issues of poor student punctuality in four vocational curriculum areas. The college's range of courses in most instances is very responsive to the needs of students, local employers and communities.

27. The college's well-organised quality assurance arrangements are focused clearly on achievement and learning. They are generally effective at improving provision. The principal and senior and curriculum managers, regularly review the outcomes of the quality assurance processes. Managers use these outcomes to prepare course, curriculum and college development plans to resolve weaknesses and maintain strengths, and set the college's strategic priorities. The quality assurance arrangements ensure that managers, governors and staff have a clear understanding of the college's performance. Managers use the quality assurance arrangements effectively for self-assessment. All staff are involved in self-assessment. The 2003/04 self-assessment report is an accurate and a refreshingly brief document. Inspectors agreed with all grades in the self-assessment report, with the exception of two, which inspectors graded higher than the college. However, the college does not systematically evaluate some of the issues identified through its communication with students, to inform the quality assurance process.

28. Staff development and appraisal arrangements are sound. There is an extensive range of staff development, which includes teachers from franchise provision, to improve standards for students. The college carefully inducts new staff into their roles. Managers and staff identify training and development needs at appraisal and from the results of lesson observations. Senior managers monitor lesson observations carefully. The college also uses peer mentoring and observation to

support teachers. Managers give staff 10 days written notice of observation. The percentage of good or better teaching judged by inspectors is nearly 10% less than that awarded by the college.

29. The college has a particularly good management information system. Accurate data on student recruitment, retention and pass rates are readily available to staff and managers. They make effective use of these data to set targets for enrolments, pass and retention rates, and to improve students' performance. In meetings, senior managers do not regularly discuss attendance at literacy, numeracy and language support sessions.

30. Most curriculum areas and support functions are well organised and managed. The curriculum management of provision for students with learning difficulties and/or disabilities is outstanding. There is good leadership and management for the CoVE provision in construction and business administration, management and professional. Curriculum management in science and mathematics; construction; engineering; ICT; and health and social care is good. Franchise provision is managed well and college managers monitor the work of franchise partners closely. Managers for provision in ESOL and literacy and numeracy have been effective at maintaining most pass and retention rates at, or above, the national average, but they have not been able to improve the proportion of good or better teaching. The college has a clear and effective organisational structure. Communications are good particularly between managers and staff. Staff understand lines of responsibility and accountability and they feel valued and well informed.

31. The college's approach to educational and social inclusion is outstanding. The college is very responsive to meeting the educational needs of the local communities. The college's mission statement clearly recognises the ethnic diversity of Lambeth and seeks to promote equality and to meet the skills needs of the economy. The range of provision for groups from areas of high deprivation and those who do not normally enter FE is very good. The college has created strong links with employers to develop the employability skills of the local community. Governors, managers and staff give the promotion of equality of opportunity and diversity a particularly high priority. The college is very active in ensuring a friendly and secure learning environment for students with a strong emphasis on encouraging respect and tolerance. Teachers use learning materials and activities very well to promote equality of opportunity and diversity. The college has excellent partnerships with a wide range of community and charity groups. There is a growing provision for 14 to 16 year olds. Provision for students with learning difficulties and/or disabilities is outstanding. Across the curriculum, there is a good range of courses providing for specific needs. For example, there are courses which combine ESOL and vocational provision. The college has links with franchise providers to provide learning in the community to groups under-represented in education, but rates of progression from these courses to college programmes are low.

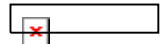
32. The college has responded well to its responsibilities under the Race Relations (amendment) Act 2000. The college undertakes analysis of the pass and retention rates of students from minority ethnic groups. Most students from minority ethnic groups, at all levels, have pass and retention rates better than the national average for their own group, but just over half of these groups have lower pass and retention rates than the overall national average. The college's equality and diversity strategy has a clear focus on improving low pass rates for underachieving groups of students, but the underachievement of minority ethnic groups is not part of the curriculum development plans and course reviews. The college's Skills for Life strategy recognises the need to improve the key skills, and literacy and numeracy skills of its students, in particular, for those minority ethnic groups who underachieve. There have been increases in pass rates over the last two years for those students taking key skills awards. The profile of ethnicity of the college staff is in line with the local population of minority ethnic groups. About two thirds of the students are from minority ethnic groups, of which, the largest groups are African and African Caribbean. In response to the SENDA and an accessibility audit, the college is implementing an action plan to resolve remaining access issues, but progress is being slowed down by discussions on the draft accommodation strategy.

33. Governance is good. Governors have a clear oversight of the direction of the college and work well with the principal and senior managers to set the college's mission and develop its three-year strategic development plan. Governors are informed well on the progress the college is making towards achieving its strategic objectives through detailed reports and a very effective committee structure. Governors use their skills and expertise effectively to monitor the standard of provision

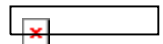
and students' pass and retention rates. They provide effective support and review management decisions thoroughly. They use their extensive network of local and regional contacts effectively to support the work of the college.

34. Financial management is good. The college's financial category is A. Data returns to the LSC are timely and robust. A reduction in franchise enrolments for adults led to the college not meeting its target for this group, but an increase in the enrolment of students aged 16 to 18 ensured that the college met its overall enrolment targets. Improving pass and retention rates, the mostly good standard of provision, increasing space utilisation, effective budgeting and the thorough evaluation of the impact of capital expenditure ensure that the college provides good 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 in GCSE mathematics and double award science, and GCE A2 chemistry

- high standard of students' work on first and national diploma, and access courses

- good understanding and acquisition of scientific concepts by students

- good teaching and learning

- effective range of courses providing good progression to HE and employment

- good curriculum management.

Weaknesses

- low retention rates on AVCE (double award) in science

- low and declining pass rates in AS-level mathematics

- poor punctuality

- some inadequate accommodation.

Scope of provision

35. The college offers full-time and part-time science and mathematics courses at levels 2 and 3. At level 2, there are GCSE courses in mathematics and science, ESOL science, first diploma in science and the science pre-access course. The college offers AS-level and GCE A2 mathematics, physics, chemistry, biology and human biology. Other level 3 courses offered include access to applied science and a national diploma in science. The college offers most science and mathematics courses during the day with some evening provision. All provision is located at the college's Clapham centre. Of the 620 science and mathematics students, 44% are aged 16 to 18.

Achievement and standards

36. In 2003, pass rates in GCSE mathematics and double award science, and GCE A2 chemistry were well above the national average. The pass rate for access to applied science increased significantly between 2001 and 2003. However, the pass rate for general national vocational qualification (GNVQ) intermediate science in that period declined by 15%. The pass rate for AS-level mathematics in 2003 was low and had declined from the previous year. There are no significant differences between the pass rates for students aged 16 to 18 and adults. Retention rates for students aged 16 to 18 at level 3 in 2003 were better than for adult students. The retention rate for GCE A2 chemistry students aged 16 to 18, in both 2002 and 2003, was very high. Retention rates for the AVCE science double awards in 2003 were well below the national average. The college has replaced GNVQ science intermediate and the AVCE science double award with the first and national diploma. In 2004, for the first and national diploma courses, early data indicates that there has been a major improvement in retention rates.

37. Students' work on first and national diploma, and access to applied science courses is good. Students' portfolios are well organised and presented. Their portfolios and classroom work show a high level of competence and scientific understanding. There is good acquisition of scientific skills and language by students. Students use scientific language and concepts effectively in lessons to build their knowledge, understanding and skills to progress well in their studies. They have a clear understanding of what they are doing, are confident and ask teachers well-informed questions. Students' attendance rates are significantly above the national average for this curriculum area and are the highest in the college. However, most lessons observed by inspectors had a significant minority of students who arrived late.

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

Qualification	Level	Completion year:	2001	2002	2003
GCSE mathematics	2	No. of starts	101	124	150

		% retention	74	76	71
		% pass rate	48	40	51
GNVQ intermediate	2	No. of starts	26	19	46
		% retention	81	63	76
		% pass rate	71	58	54
Access to applied sciences	3	No. of starts	28	25	37
		% retention	89	88	83
		% pass rate	64	77	80
AS-level human biology	3	No. of starts	*	17	20
		% retention	*	65	75
		% pass rate	*	82	67
AS-level mathematics	3	No. of starts	20	25	33
		% retention	80	96	70
		% pass rate	44	58	52

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

* course did not run

Quality of education and training

38. Teaching and learning are good. Well-planned teaching is responsive to the needs of most students. Teachers are very attentive and most create a friendly effective learning environment. During very well-managed practical sessions, teachers provide clear explanations and instructions, and good verbal feedback ensuring that students have a strong understanding of scientific principles. Teachers use a variety of teaching methods which take account of students' individual learning needs. During lessons, there is good development of the key skills of communications and ICT. Teachers regularly check students' understanding to reinforce learning. Some student group work is very effective. For example, in a group exercise on chemical bonding, the teacher gave students coloured sheets marked with charged elements. The students had to find a suitable partner with whom to form an adequate chemical bonding. The lesson was fun and very effective in developing students' understanding. Occasionally, teachers do not provide the more able students with stimulating learning activities. There are some dull learning materials used for GCSE mathematics. Teaching and learning are better for adult students than for students aged 16 to 18.

39. Most staff are well qualified and experienced. The college has refurbished industry-standard laboratories, including a specialist analytical laboratory. Some accommodation is dull, cramped and noisy. Some overhead projections are unclear. Occasionally, lectures take place in rooms too small for the number of students. There are insufficient computing facilities in many lecture rooms and laboratories. The poor layout in some rooms stops teachers seeing students' working. Some laboratories have inappropriately sized protective coats.

40. Assessment and recording of learners' progress are accurate and fair. Relevant and rigorous assignments are set regularly. Internal verification is satisfactory. There is some good written feedback on marked assignments, but some teachers are late in returning marked homework.

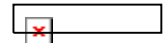
41. The good range of courses at levels 2 and 3 are responsive to the needs of students and employers. They provide very good progression into HE and employment. One student has progressed from GCSE to GCE A-levels and then on to medical school. There are effective partnerships with HE and employment to provide high-quality work experience. Links with schools and taster days for potential students are good.

42. Support and guidance for students are mostly good. There is effective careers advice, visits to employers and external speakers. Staff provide significant additional support outside of lessons. Full-time courses have useful weekly tutorials. Some part-time courses have pre-lesson or post-lesson tutorials. Student records are clear and show additional support requirements. Teachers and students prepare individual learning plans, but students do not fully understand their purpose. Additional support in lessons is satisfactory. Students attending additional learning sessions make good progress, but some students' attendance at these sessions is poor. Occasionally, students who need additional learning support have to wait to receive assistance. Induction helps students settle into their studies effectively.

Leadership and management

43. Curriculum management for science and mathematics is good. Strong leadership has maintained high standards of students' work, mostly high pass and retention rates, good teaching and learning, increases in enrolment and improvements in attendance. There are regular staff meetings, but some agendas are not sufficiently clear. There are successful arrangements to share good practice. The promotion of equality of opportunity is effective. There is a specialist laboratory with adjustable equipment for students with physical disabilities including adjustable height benches and washing facilities. Many staff are from minority ethnic groups. There are established quality assurance arrangements including student questionnaires, course reviews and generally effective arrangements to resolve weaknesses. Staff appraisal is thorough and effective.

Construction



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

Strengths

- high pass rates on most courses

- high retention rates on NVQ level 2 wall and floor tiling, plastering and wood occupations

- good linking of theory and practice in many lessons

- large proportion of female students and staff

- extensive range of provision.

Weaknesses

- low retention rates on the City and Guilds 2360-05 electrical installation and national certificates and diplomas courses

- poor punctuality of students

- ineffective internal verification.

Scope of provision

44. The college offers an extensive range of full-time and part-time construction craft courses from entry level to higher level. These include bricklaying, carpentry and joinery, painting and decorating, plumbing, and electrical installation. The college provides specialist provision in plastering, stonemasonry, and in wall and floor tiling. Technician and professional courses include the national certificate in construction, higher national certificate in land surveying and computer-aided design (CAD). There are 453 full-time students, of whom 38% are aged 16 to 18. Some 85% of the 687 part-time students are adults. Nearly 44% of students are from minority ethnic groups and 20% are women. Some 82 pupils aged 14 to 16, from 10 local schools, attend the college for between 3 to 6 hours each week. These pupils undertake modules of the foundation construction award. In April 2003, the college was awarded funding to develop a CoVE in construction. It has made good progress in achieving its targets in the first two years of its development plan.

Achievement and standards

45. Pass rates on most courses are high. In the last three years, they have been consistently and significantly above the national averages. In contrast, pass rates on the City and Guilds 2360-05 electrical installation course and the national certificates and diplomas courses have been below the national averages. The college's introduction of a course in performing engineering operations, to provide underpinning knowledge for electrical installation students, has led to a substantial increase in the pass rates of these students in 2004. Most pass rates for students aged 16 to 18 in 2003 were better than those for adult students, but retention rates were higher for adults. Retention rates on most courses are high. For example, in 2003, retention rates on NVQ level 2 courses in wall and floor tiling, plastering and wood occupations were 100%, 100% and 94% respectively. The previously low retention rates on the City and Guilds 2360-05 electrical installation course increased considerably in 2003/04. The retention rates for the national certificates in building, civil engineering and land administration and the national diploma in construction although increasing in 2003 have remained low.

46. Students work well in lessons, particularly in practical lessons. They develop good skills including those covered by CoVE status which meet the standards required by industry. For example, level 3 painting and decorating students, when marbling walls, are able to work and experiment well with a variety of colours. Students' written work and portfolios of evidence are mostly satisfactory to good. Students' attendance rates are similar to the national average for this curriculum area. Students' punctuality for lessons is often poor and some arrive very late.

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

Qualification	Level	Completion year:	2001	2002	2003
NVQ trowel occupations	1	No. of starts	151	112	78
		% retention	81	83	87

		% pass rate	96	87	94
NVQ wood occupations	1	No. of starts	90	69	56
		% retention	77	68	80
		% pass rate	72	81	89
City and Guilds 2360-05 electrical installation part 1 theory	1	No. of starts	98	71	65
		% retention	44	41	57
		% pass rate	40	72	57
NVQ mechanical engineering services (plumbing)	2	No. of starts	43	37	42
		% retention	35	41	43
		% pass rate	67	80	67
NVQ plastering	2	No. of starts	32	32	15
		% retention	84	88	100
		% pass rate	100	79	87
NVQ wall and floor tiling	2	No. of starts	22	24	17
		% retention	100	100	100
		% pass rate	91	42	94
NVQ wood occupations	2	No. of starts	34	31	32
		% retention	97	94	94
		% pass rate	85	86	87
National certificates in building, civil engineering and land administration, and national diploma in construction	3	No. of starts	59	42	54
		% retention	44	40	52
		% pass rate	85	82	71

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

Quality of education and training

47. Most teaching and learning are good or better. No teaching is less than satisfactory. Teaching and learning for adult students are better than for students aged 16 to 18. In the better lessons, teachers use a wide range of teaching and learning approaches. Teachers are particularly effective at developing students' practical competences from concepts and knowledge acquired in theory sessions. For practical tasks in the workshops, students have good handbooks and task sheets. In lessons, teachers link topics effectively to building regulations and standards, and codes of practice. The quality of learning in the franchise gas provision is high. The franchise centre provides students with good learning materials. Teachers carefully link vocational subjects to key skills. Students appreciate the value and relevance of key skills. Teachers make effective use of the interactive whiteboards which the college bought through CoVE funding. Teachers make insufficient use of Internet and specialist computer software for teaching and learning. Learning outcomes in lesson plans are insufficiently specific and teachers do not share and discuss learning outcomes with students.

48. Teachers have relevant vocational qualifications and have, or are working towards, assessor and verifier awards. CoVE funding has effectively financed the refurbishing and remodelling of six classrooms and the updating of ICT facilities. CoVE funding is also supporting the development of conservation skills including the purchase of timber and tools to recreate a medieval dwelling using traditional methods of construction. The library is well resourced with construction textbooks,

technical journals and videos. The college's intranet has extensive information relevant to construction students.

49. Assessment arrangements overall are satisfactory. The recording of students' progress is good. Some feedback to students by assessors is detailed and relevant but, in other examples, it is too general and does not provide sufficient information to help students improve. Internal verification of students' assessed and graded work is unsatisfactory. Internal verification on technician and craft courses is insufficiently rigorous on craft courses. Internal verifiers do not provide feedback to assessors. The college has recognised these weaknesses and is taking action to resolve these issues.

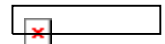
50. Programmes meet the needs and interests of students and employers. There are good opportunities for progression to employment. Links with schools and employers are effective. The college is developing new courses for employers through CoVE funding including a specialist NVQ level 2 course in maintenance operations for local authorities, in partnership with Lambeth Council and the London Institute. The college is providing ESOL provision for construction workers in partnership with employers.

51. Support for students is good. All students have initial diagnostic assessment in literacy and numeracy to identify if there are any additional support needs. Many construction students receive additional support. Induction programmes incorporate health and safety. The organisation and provision of tutorial support are good.

Leadership and management

52. Curriculum leadership and management are good. Teams meet regularly and appropriate agendas guide their meetings. There is an established and accurate self-assessment process. Teachers and managers use course reviews to inform the self-assessment process. The development plan arising from the self-assessment report is not sufficiently evaluative. The college manages CoVE provision well. College managers have a strong commitment to improving facilities for construction students. The funding for the CoVE has helped them to achieve this goal. The strategic aim of increasing the number of level 3 students to meet the shortage of higher-level construction skills has been successful. In 2003/04, there were 210 level 3 students compared with 160 in 2001/02. Another key aim is to increase the number of female construction students and teachers. The college is working successfully towards this aim. In 2003/04, 20% of students and 26% of teachers in construction were female.

Engineering



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

Strengths

- high pass and retention rates

- effective lesson planning

- excellent motorcycle and sound engineering resources

- good curriculum management.

Weaknesses

- inadequate provision for employed motorcycle mechanics
- insufficient use of ICT in lessons.

Scope of provision

53. The college offers a range of full-time and part-time courses from entry to level 3. These include NVQ courses in electronics, motorcycle engineering, sound and music engineering, silver jewellery design and manufacture, and computer technology. There are access to HE engineering courses in, electrical and electronic engineering, and sound engineering. There are 562 students, of whom 58% are aged 19 or over. Approximately 70% of students are on full-time courses. Some 17 pupils from local schools are on a link programme following a vocational GCSE course in engineering. There is a small franchise provision of 20 students in foundation electronics.

Achievement and standards

54. Pass and retention rates are high. Pass rates are above national averages for students aged 16 to 18 and adults with the exception of adults at level 3. The pass rates for the national diploma in engineering and the first diploma in electronic engineering have increased significantly over the last three years to around 25% above the national average. In 2003, the pass rate for the national diploma in engineering was outstanding at 100%. All retention rates are above the national average. At level 3, in 2003, for students aged 16 to 18 and adults, the retention rates were 22% and 24% above the national average respectively. The retention rate for the national diploma in engineering has increased significantly over the last three years from 10% below the national average to 20% above. Early data for 2004 indicates that the college is maintaining pass and retention rates at a high level.

55. Students develop a wide range of engineering skills in practical lessons and produce work to a satisfactory or better standard. For example, electronics students are able to read electrical drawings and construct well-made circuits which meet industrial standards. There were some excellent examples of students' work in one electronics lesson. All students understood the operation of a complex oscillator circuit; they were able to construct the circuit to a high standard and to demonstrate generated waveforms on the oscilloscope. Students are very focused on their work. They play an active part in lessons, contributing well with questions and ideas. Attendance during the inspection was just above the national average for this curriculum area. Punctuality is mostly satisfactory, but some students are late and disrupt lessons.

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

Qualification	Level	Completion year:	2001	2002	2003
City and Guilds 7261 electronic servicing	1	No. of starts	94	85	90
		% retention	70	68	73

		% pass rate	68	78	85
First diploma in electronic engineering	2	No. of starts	17	*	18
		% retention	94	*	89
		% pass rate	75	*	94
Music technology	2	No. of starts	75	58	28
		% retention	83	86	93
		% pass rate	63	88	77
National diploma in engineering	3	No. of starts	37	38	34
		% retention	46	68	76
		% pass rate	82	88	100
Access to sound engineering	3	No. of starts	26	26	19
		% retention	73	54	79
		% pass rate	89	86	60

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

*fewer than 15 students enrolled

Quality of education and training

56. Most teaching and learning are good or better. No teaching is unsatisfactory. Teaching and learning for adult students are better than for students aged 16 to 18. The standard of lesson planning is good. There are clearly written and detailed plans which enable teachers to manage lessons effectively. Lesson plans contain references to assessment and take account of students' different learning needs. However, in some lessons, there is little use made of the information on students' different learning requirements. Teachers use a range of good teaching and learning methods including high-quality presentations. Teaching and learning in practical lessons are good. Teachers provide students with good individual support in lessons. Lessons build effectively on students' prior knowledge and teachers share the aims with students. There is good checking of students' knowledge, but some questions by teachers are insufficiently precise. There is insufficient use of ICT and only a few classrooms are equipped with ICT. Some overhead projection transparencies are poor.

57. There are sufficient, well qualified and occupationally competent teachers. Nearly half of teachers are from minority ethnic groups. Resources for motorcycle and sound engineering are excellent. In the motorcycle section, there has been a major investment in buildings and equipment. The workshop is light and airy, and there is an adjacent classroom. The workshop is equipped with a wide range of very good current industrial-standard equipment and students have access to a good range of new motorcycles. There is also outstanding sound engineering equipment. A large music technology suite and sound studio are extensively equipped with high-standard digital equipment. Electronics laboratories are well equipped. Some classrooms are too small for the number of students who use them.

58. Assessment of students' work is fair and accurate. Assessment of written work is very thorough. Teachers provide good constructive written feedback which students appreciate. Teachers return assignments promptly. There are good systems in place for monitoring performance and students are clearly aware of their progress.

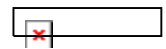
59. The college has adapted the range of engineering provision to meet the requirements of students and the skills needs of local employers. Demand for all courses is growing and some are oversubscribed. There is no part-time day or evening provision in motorcycle engineering. Employed motorcycle mechanics do not have access to training at the college at a time suitable for their needs.

60. Support and guidance are good. All full-time and substantive part-time students receive an assessment for literacy and numeracy. Most of those identified as requiring additional literacy and numeracy support receive help. Students appreciate the support which is given and speak highly of its effectiveness. All level 1 courses have timetabled literacy and numeracy lessons. There are also facilities available for students to receive support at a time which is convenient to them. There is a range of effective support arrangements for those with learning difficulties and/or disabilities.

Leadership and management

61. Leadership and management in engineering are good. Senior managers give very clear direction which staff support fully. Engineering staff work well as a team and support each other well. Course files are excellent and very comprehensive. These include targets, student profiles, quality assurance documentation and views of students. Tutor files are also comprehensive and of a high standard. Quality assurance arrangements are well developed and effective. There is a programme of lesson observations and unannounced observations where there are concerns about teaching and learning. There are established arrangements to seek and analyse the views of students. Arrangements for staff appraisal and development are good.

Business, administration, management and professional



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

Strengths

- high pass rates

- good teaching

- very good resources

- good learning environment.

Weaknesses

- insufficient availability of literacy and numeracy support

- low retention rate on AVCE business course.

Scope of provision

62. The college has a CoVE in business administration, management and professional studies. There is a wide range of business administration, management and professional courses, from entry level to the higher level, which meets the needs of students and employers. Provision includes courses in accountancy, administration, economics, legal work, word processing and management studies. Students can work towards NVQ, GNVQ, AVCE, GCSE, AS level and GCE A2 and other vocational and professional qualifications. There are 2,917 students; just over 80% are adults and the remainder are aged 16 to 18. There are 174 franchise business administration students. The college offers business administration, management and professional courses at the Clapham and the Brixton centres.

Achievement and standards

63. Pass rates, both for students aged 16 to 18 and adults, with the exception of level 2 for adults in 2003, were above the national average, some rates were significantly above the average. NVQ level 2 accounting and NVQ level 1 administration have been at a high level for the last three years and, in 2003, were 26% and 19% above the national average respectively. Pass rates for AS-level economics declined significantly between 2002 and 2003. In 2003, the pass rate for this qualification was 12% below the national average. Retention rates for adult students in 2003 were mostly above the national average. However, the retention rate for students aged 16 to 18 at level 2 in 2003 was just below the national average. The retention rate on the AVCE business double award course declined by 33% between 2002 and 2003, and was 6% below the national average.

64. Students' written work is good. Students have good personal skills and are confident in their work. Their keyboard skills are good and they develop strong employment skills. All level 3 business studies students at the Brixton site make good use of facilities funded through the CoVE to access learning materials from their home personal computers or at work. Students' attendance during the week of the inspection was significantly above the national average for this curriculum area.

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

Qualification	Level	Completion year:	2001	2002	2003
NVQ administration	1	No. of starts	60	37	47
		% retention	73	68	72
		% pass rate	86	88	97
Word processing short	1	No. of starts	1,098	656	410
		% retention	99	97	98
		% pass rate	41	64	81
GNVQ intermediate business	2	No. of starts	37	38	43
		% retention	68	63	72
		% pass rate	76	58	71
NVQ accounting	2	No. of starts	76	73	51
		% retention	88	82	75
		% pass rate	87	92	92
Diploma for legal secretaries	3	No. of starts	29	42	45
		% retention	76	74	60
		% pass rate	77	84	93

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

Quality of education and training

65. Teaching and learning are good. The standard of teaching for adult students is better than that for students aged 16 to 18. Teachers use a wide range of teaching and learning methods. Teaching is particularly effective in meeting the needs of individual students and linking theory to practical work. Classroom management is good. There is good use of ICT in lessons including the use of a virtual learning environment and smartboards. Teachers are effective at developing students' communication and presentation skills. For example, in a lesson for management students, the teacher developed students' discussion skills by focusing on the language used by industry professionals when dealing with clients. At the end of the lesson, students had developed the confidence to speak to clients professionally and effectively. Teachers make good use of a range of effective questions and discussions to check students' understanding and knowledge.

66. Teachers have created a particularly motivating learning environment. The college recruits many business administration, management and professional students from groups who traditionally have been under-represented in FE, and whose vocational and learning skills are not well developed. Teachers work well with these students to create a positive desire to learn, achieve and progress. Teachers have high expectations of their students. Teachers and students work well together to achieve students' aspirations, whether they are to gain employment, a better job role or progress to further training and education. Students find teachers inspirational role models. Students' behaviour in lessons is very good and any unacceptable or disruptive actions are discouraged by peers. Students welcome responsibility such as election of course representatives.

67. Staff are well qualified and experienced in the subjects they teach. Most have good industrial experience. Teaching and learning resources are very good. The CoVE funding provides students with high-standard learning resources. The CoVE funding has provided a new conferencing suite with digital projection equipment, and better ICT resources including smartboards and digital audio equipment. Learning centres are well resourced and there is access to industry-standard software. The library is well stocked with a wide range of current business administration, management and professional books and journals.

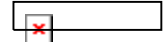
68. Initial assessment is satisfactory. All full-time students have an assessment for literacy and numeracy. Tutors use the details of the results to establish students' individual learning plans. There is good support for students. Careers guidance is effective and tutorial provision is good. There is good monitoring of students' progress. Tutors monitor students during weekly tutorials when they also receive verbal feedback on the topics they are working on. Teachers assess and mark coursework promptly. Some written feedback lacks detail. The support for additional literacy and numeracy, for those students who receive help, is good. However, there is insufficient literacy and numeracy support for all those requiring help. In the summer term of 2003/04, only 58% of business administration, management and professional students, of those identified as needing assistance, attended additional literacy and numeracy support lessons.

Leadership and management

69. Leadership and management of the curriculum area are good. Managers support staff well and there are regular team meetings. At meetings, managers and staff regularly discuss and review targets for recruitment, retention and pass rates. There are effective arrangements for course review and accurate self-assessment. Managers take action to remedy weaknesses. For example, the below average retention rate for students aged 16 to 18 at level 2 is being resolved. Although the retention rate for this group of students is still below the national average, the rate has increased by 9% over the last three years. There are effective arrangements for staff development including the updating of industrial experience and development of specialist skills. The promotion of equality of opportunity is good. The management of the CoVE is good. The college is developing new provision through CoVE funding to respond to the training needs of local employers. The CoVE is supporting staff development by improving their skills to use ICT in teaching and learning. Key employers have

been particularly involved in the development of the CoVE at the college.

Information and communications technology



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

Strengths

- high pass rates

- good teaching and learning

- well-resourced learning facilities

- particularly good support for students

- good management of the franchise provision.

Weaknesses

- low retention rates on provision for students aged 16 to 18

- poor punctuality on a minority of courses.

Scope of provision

70. The college offers a wide range of ICT provision, from level 1 to 3, at the Brixton, Clapham and franchise centres, which meet the social and employment needs of the local community. Students can work towards a variety of qualifications, including computer literacy and information technology (CLAIT), European computer driving license (ECDL), GCE A level, access awards and a range of vocational certificates, diplomas and advanced diplomas. There are 132 students aged 16 to 18 and 178 adult students on full-time courses; 37 students aged 16 to 18 and 1,035 adult students are on part-time courses.

Achievement and standards

71. With the exception of students aged 16 to 18 at level 3, most pass rates in 2003 were above the national average, and for adults, the rates were significantly above the average. At level 2 for adult students, the pass rate has increased by 15% over the last three years. Pass rates for CLAIT have increased in the last three years to 11% above the national average, and for ECDL, the pass rates over the last two years have been around 20% above the national average. However, the pass rate for AS level has declined to 26% below the national average. Retention rates for adult students in 2003 were better than for students aged 16 to 18. Most retention rates for students aged 16 to 18 in 2003, with the exception of level 3, were below the national average. For example, GNVQ foundation has declined over the last two years to 11% below the national average. Most students progress well to further courses in FE colleges or HE, and to employment.

72. Students' level of attainment in lessons is high; rarely is their work of an unsatisfactory standard. Students make good progress on prior levels of achievement and learning. They are particularly effective at carrying out ICT tasks such as software installation. Most students when they have arrived at lessons are motivated and contribute well to class discussions, but there is regular late arrival of students on a minority of courses. Students' written work and assignments can lack sufficient detail. Students' attendance during the inspection was just above the national average for this curriculum area.

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

Qualification	Level	Completion year:	2001	2002	2003
GNVQ IT foundation	1	No. of starts	56	49	51
		% retention	75	78	67
		% pass rate	67	74	68
New CLAIT short	1	No. of starts	2,446	1,671	1,257
		% retention	88	81	84
		% pass rate	47	63	71
ECDL short	2	No. of starts	*	167	430
		% retention	*	91	88
		% pass rate	*	93	92
GNVQ intermediate	2	No. of starts	54	40	36
		% retention	61	53	67
		% pass rate	58	52	79
National diploma in computer studies	3	No. of starts	50	34	41
		% retention	38	68	56
		% pass rate	74	70	94
AS-level computing 1 year	3	No. of starts	15	18	18
		% retention	93	100	78
		% pass rate	64	61	36

**fewer than 15 students enrolled*

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

Quality of education and training

73. Most teaching and learning are of a high standard, particularly for adult students. Teachers plan

lessons carefully. Good lesson plans and schemes of work take clear note of students' different learning styles. Teachers use an effective range of good teaching and learning approaches which stimulate and engage the interest of students. In a lesson on software installation, those students who were making slow progress were provided with additional support to complete their work, and those who progressed quickly, were given further tasks such as the decommissioning of software applications to stretch and challenge their skills and ability. Teachers regularly check students' understanding through short quizzes, questions and the use of model answers. Teachers use these sessions effectively to build students' confidence in their use of ICT. There are up-to-date records of students' progress, which in the better lessons teachers use to adapt lesson plans to take account of how students are performing. Teachers take good account of students' individual learning needs and provide appropriate guidance to ensure students progress effectively. There is good support in lessons to students whose first language is not English. In some lessons, teachers do not sufficiently engage students in learning. Although there are clear links between vocational topics and key skills in the planning of learning, teachers do not make students aware that they are covering key skills in their vocational lessons.

74. There are comprehensive and well-resourced facilities to support learning. Equipment in classrooms is very good. There is a good range of high-specification computers, whiteboards and overhead projectors. All classrooms are equipped with overhead data projectors that teachers use well to keep students' interest and improve learning. There is ample room on computer desks for students to place their books and exercise papers. There is an additional range of good facilities, such as adjustable workbenches and specialist software programmes, for students with disabilities. Teachers produce high-quality learning materials. Staff are well qualified and experienced. Most have, or are working towards, teaching and assessor qualifications. There are detailed training plans for each teacher. However, staff are slow to update their industrial experience. Most franchise staff are teacher trained or working towards teacher qualifications. Libraries are well stocked with a range of up-to-date books and periodicals.

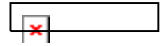
75. Assessment and monitoring are satisfactory. Initial assessment is effective in identifying students' learning needs. Assignments are well structured and challenging. Marking is accurate and teachers return students' work promptly. Students receive detailed and comprehensive feedback. There is effective recording of students' progress including those on franchise provision.

76. Support for students is particularly good. Individual tutorials are very effective in supporting students throughout their course. Tutors set clear targets for completion of work and provide good guidance on how students can improve their learning, including directions to particular resources in the information learning technology centre, and referrals to subject teachers, additional learning support and key skills staff. Tutors are sensitive to students' different cultural backgrounds and age. There is a high standard of pre-enrolment and careers advice and guidance to help students select the most appropriate course and form of progression after completing their studies. There is a variety of enrichment activities available for students. There is good support for students with learning difficulties and those who require help with literacy, numeracy and language.

Leadership and management

77. Leadership and management are good. Managers direct and support staff well. Internal communications are good. There are regular and effective staff meetings for both full-time and part-time staff. Staff are fully involved in quality assurance including the self-assessment process. Managers produce action plans to resolve weaknesses which they monitor regularly to ensure effectiveness. There is good use of management information systems to monitor and improve provision. Franchise management is good. The college regularly checks that franchise providers staff receive an appraisal. Communications between the college and the franchise centres are strong, with regular meetings between franchise staff and college managers. Where there are issues, the college and the franchise partners take action to remedy them. For example, there has been further training for franchise staff and the earlier introduction of initial assessment to help to improve pass and retention rates. Franchise centres are involved fully in the self-assessment process.

Health and social care



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

Strengths

- high pass and retention rates on most courses
- good teaching and learning
- very good support for individual students
- very good resources for dental courses
- effective promotion of equal opportunities in the curriculum
- good curriculum management.

Weaknesses

- low pass rates in AVCE health and social care
- some unsuitable accommodation
- inadequate health and safety risk assessment of students' placements.

Scope of provision

78. The college offers a range of full-time and part-time courses from entry level to the higher level in health and social care. These include courses in dental technology, counselling, early years care and education, drug awareness, play work and a range of access to HE programmes in social work, nursing and health science, applied science, medicine and dentistry. Students can work towards

NVQ, GNVQ, AVCE, national certificates and diplomas, advanced diplomas and other vocational and professional qualifications. Of the 1,543 students on these courses, 786 are full time and 757 are part time. Some 67% of students are adults.

Achievement and standards

79. Pass and retention rates were high on most courses in 2003 and have increased over the last three years. Pass rates on access to HE courses, and on the NVQ level 3 course in promoting independence were very high. However, pass rates on the AVCE in health and social care course have been unsatisfactory and pass rates in NVQ early years have been variable for the last three years. Pass rates in the advanced diploma in childhood education were high in 2002, but declined to below national averages in 2003. Pass and retention rates for adult students in 2003 were better than those for students aged 16 to 18. Retention rates were above national averages on nearly all courses in 2003. Attendance during the inspection was similar to the national average for this curriculum area.

80. The standard of students' work in their portfolios and assignments is high. Students on many courses have improved their occupational skills through concepts acquired in theory lessons. Students take pride in their displayed work in classrooms: this helps to encourage their self-esteem. Early years students produce lively displays and practical work based on the wide range of work placements. For example, a display of photographs showed the imaginative use of a dragon and monkey masks to celebrate the Chinese new year. Dental technology students demonstrate high levels of skill in practical lessons. Some dental technology students undertake more complex tasks if they have completed their planned lesson task early. Students have a good understanding of the values, professional ethics and cultural issues which underpin their studies. All students work collaboratively and effectively in groups, often demonstrating good interpersonal skills. Students use IT increasingly in their work and make good use of the Internet for research.

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

Qualification	Level	Completion year:	2001	2002	2003
Certificate in child care and education	2	No. of starts	32	27	35
		% retention	50	96	86
		% pass rate	56	73	83
Certificate in counselling	2	No. of starts	126	116	47
		% retention	73	82	79
		% pass rate	89	91	86
AVCE in health and social care	3	No. of starts	27	31	36
		% retention	89	84	86
		% pass rate	17	54	48
NVQ promoting independence	3	No. of starts	47	60	42
		% retention	87	93	95
		% pass rate	98	79	95
Access to nursing	3	No. of starts	102	95	63
		% retention	83	87	96
		% pass rate	91	96	98
Access to foundation medicine and dentistry	3	No. of starts	*	15	21
		% retention	*	93	86
		% pass rate	*	71	89

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

**fewer than 15 students enrolled*

Quality of education and training

81. Teaching is good and has a clear focus on students' learning. Well-planned lessons include a variety of mostly good learning activities. For example, a social care lesson included whole class work, small group work, individual research and problem solving, gapped handouts and opportunities for students to extend their vocabulary using key words. Teachers use multiple-choice questions to check learning. Teachers encourage all students to solve problems for themselves. The most effective teachers provide good occupational and professional role models for students. Teachers place a significant emphasis on the importance of equal opportunities in lessons to ensure learning is inclusive. For example, in one lesson on working in the community, the teacher used two case studies: one regarding the needs of asylum seekers and the other on ways to support African-Caribbean boys underachieving in education. In the small number of less effective lessons, teachers' failure to direct questions at individuals leads to the more vocal students dominating lessons.

82. Accommodation and resources for the dental technology courses are very good. Most other accommodation is satisfactory. Some rooms are too small, hindering the teachers' ability to organise group activities and check students' understanding. Appropriately qualified staff bring a wide range of relevant occupational experience to teaching and learning. There are good opportunities for staff development and occupational updating. Student work placements meet course requirements. There is no systematic checking of work experience placements to ensure that either the employer or the college carries out risk assessment. This is contrary to the college's own policy for health and safety approval. The college has taken action to resolve this issue, but it is too early to comment on its effectiveness.

83. Assessment and monitoring of students' progress are satisfactory. Individual learning plans include useful learning targets. Monitoring of students' progress on work placements is satisfactory. NVQ assessment in care is robust, but there are weaknesses in assessment on the NVQ in early years. The college has recognised these issues and is taking effective action to resolve them. Homework is set regularly, marked thoroughly and returned quickly. Teachers provide students useful feedback on their work to improve performance.

84. The range of provision effectively meets the needs and interests of students and employers. Clear progression routes are available from entry level to the higher level. Provision is available on employers' premises. There are part-time day and evening courses, and Saturday courses. Day release courses in dental technology meet the needs of employed students who travel considerable distances to attend. The range of links and partnerships with local boroughs, health trusts and social services departments is good. Students benefit from specialist visiting speakers offering relevant talks into occupational practice, including different cultural settings.

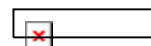
85. The support for both full-time and part-time students is very good. Staff have a good understanding of individual students' needs through targets set in individual learning plans and initial assessment. Formal reviews lead to action plans and specific targets for improvement. There are effective reviews, tutorials and assignment monitoring for all students. Tutorials for full-time students include individual interviews, action planning, careers education, and personal and social development. The tutorial system has thorough supporting paperwork. Part-time students have group tutorials and individual progress reviews each term. There is effective use of support workers in lessons.

Leadership and management

86. Leadership and management are good. Staff teams work well together, are supportive of one another and share a commitment to improving provision and student welfare. Quality assurance procedures are effective and self-assessment is accurate. The self-assessment process includes

individual appraisal, training needs analysis and information from course reviews. Staff monitor closely students' progress against targets for attendance, pass and retention rates. Teachers promote equal opportunities strongly in lessons. Teachers and students in lessons carefully consider individual rights and awareness of cultural diversity in occupational settings. The health and social care area of learning has a member of staff responsible for promoting inclusive learning. Staff value the commitment to social inclusion.

Visual and performing arts and media



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

Strengths

- high pass rates on AS-level and GCE A2 media studies courses
- high level of practical skills in radio, multimedia, dance and theatre studies
- good inclusive support for students.

Weaknesses

- low retention rates for students aged 16 to 18 at level 3
- insufficient development of students' research and writing skills
- unsuitable accommodation in art studios and in performing arts.

Scope of provision

87. There are 481 students enrolled on courses in visual and performing arts and media; just over half are adults. In media, the wide range of courses includes first and national diplomas in media and multimedia, AVCE in media studies, City and Guilds courses in video production and radio production, and access to HE courses in video, photography and digital publishing, and in web design and animation. In art and design, there are GNVQ courses at foundation and intermediate level, national diplomas in fine art and graphic design, an access course in art and design, and certificates in ceramics and jewellery. In performing arts, there are first diplomas in dance and in acting, a national certificate in acting, a national diploma in performing arts, and GCE A level in drama and theatre studies.

Achievement and standards

88. Pass and retention rates are mixed. In GCE A2 media studies, all students who started the course have passed in each of the last two years, and in AS-level media studies, pass rates increased to the national average in 2003. However, in the first diploma in performing arts, the pass rate in 2003 was unsatisfactory, at 53%, having been 100% in each of the previous two years. Pass rates have increased to above the national average on the GNVQ intermediate art and design course, but have declined to below the national average on the GNVQ foundation course. Pass rates are high on access to HE courses. Although retention rates in 2003 were above the national average for adult students, the retention rate at level 3 for students aged 16 to 18, was significantly below the national average.

89. The standard of students' work is high. Students have very good practical skills in radio, multimedia, dance and theatre studies. Early in their course, multimedia students can competently use three-dimensional software programmes. First diploma performing arts students, many with no dance training, are successfully learning dance routines with great enthusiasm and skill. Performing arts students work with zest and vigour in drama improvisation sessions. In a radio journalism lesson, students made good progress when the teacher gave them half an hour to script, record and edit a radio advertisement for a beverage. The standard of second year students' fine art work is low. Student attendance during the inspection was above the national average for this curriculum area

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

Qualification	Level	Completion year:	2001	2002	2003
GNVQ foundation art and design	1	No. of starts	**	16	15
		% retention	**	81	87
		% pass rate	**	77	69
Business Technology Education Council (BTEC) national diploma in performing arts	3	No. of starts	*	19	24
		% retention	*	37	50
		% pass rate	*	86	83
Multimedia production access course	3	No. of starts	43	43	25
		% retention	93	67	84
		% pass rate	83	93	90
AS-level media	3	No. of starts	**	18	20
		% retention	**	83	85
		% pass rate	**	73	88

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

* course not running

**fewer than 15 students enrolled

Quality of education and training

90. In most lessons, teaching and learning are good or better. In the best lessons, teachers are effective in helping students with a range of abilities to learn quickly and developing students' motivation and enthusiasm particularly well. In lessons, teachers improve students' vocabulary and understanding, and take time to develop their understanding of new concepts. For example, in one

very good theatre studies lesson, teachers introduced the words demagoguery and sociopath in relation to a Brecht play. Students used these words fluently in discussions on the play's different characters. In creative arts, there is good teaching in digital imaging and in access to fine art. In one very imaginative art lesson, students were drawing on suspended sheets of fluttering paper to background music from opera. As the music changed, the teacher changed the lighting and the speed of the fan blowing the paper, and encouraged students to allow the music to influence their physical movements and the marks they made on the paper.

91. Many students are slow to develop independent research and writing skills. Research and writing are over-reliant on copying texts and images. Although many students are identified as needing support to improve their study skills, schemes of work and lesson plans do not identify strategies to meet students' individual learning needs.

92. Full-time staff are well qualified and have a range of appropriate expertise. Part-time staff are practising designers and performers. Technical support could be more effectively organised to better support video, film and photography. The good film studio, editing suites, radio studio and computer suites have industry-standard resources and software. Accommodation is unsuitable for performing arts and fine art students. The theatre is a very good rehearsal and dance space, but the other rehearsal room is not soundproofed. The constant background noise interrupts the students' work. There are no changing rooms nearby and students of both sexes change in the rehearsal room. The fine art classrooms are small and have little wall space for current work.

93. On most courses, assessments are well planned and teachers provide good verbal and written feedback on assignments. Teachers set relevant regular homework which they use well to improve practical work in the studio. In art and design, teachers' comments on students' written work are less helpful. The comments do not indicate what progress the student is making or how they need to improve.

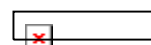
94. Progression routes are good from part-time courses on to full-time courses and from level 2 to level 3. The celebration of students' work around the college is impressive and helps raise their self-esteem significantly. The work is of a high standard and includes mosaics by students with learning difficulties and/or disabilities, portraits by return to learning groups, students' photographic work, and many paintings and drawings.

95. There is good inclusive support for students. In one lesson, students with sensory impairments and their communicators were so successfully integrated into one group that it was not possible to identify them until the group feedback at the end of the lesson. Students with learning difficulties and/or disabilities, particularly those with dyslexia, receive good support.

Leadership and management

96. Leadership and management are satisfactory. Course teams are involved in the self-assessment process and produce plans to resolve issues. Staff at course meetings regularly discuss students' retention and pass rates. The low success rates in GNVQ media and the first diploma in performing arts have prompted a change of courses to meet the needs of students more closely. Equal opportunities feature strongly in course reviews. Effective strategies have been implemented to improve attendance and punctuality.

Literacy and numeracy



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

Strengths

- good support for students with literacy and numeracy needs on vocational courses
- very effective initial assessment of students' literacy and numeracy needs
- good reviews of students' progress
- very good franchise programmes.

Weaknesses

- insufficient good or better teaching on discrete literacy and numeracy courses
- poor use of ICT in teaching and learning
- inadequate target setting for individual students' needs.

Scope of provision

97. Around 2,000 students, mostly adults, receive support for literacy and numeracy. Of these, over 600 take discrete literacy and numeracy courses at the college, and a further 100 students take courses offered by franchise partners. Over 1,200 students on vocational courses receive additional support for their literacy and numeracy needs in class or in separate individual or small group sessions. All students on full-time courses and substantive part-time courses have an initial assessment before starting to identify those who need extra help with literacy and numeracy. Although the primary accreditation is the college certificate, students also have access to the new national qualifications.

Achievement and standards

98. Students' achievements, and the standard of their work, are satisfactory overall. Retention rates have improved over the last three years and pass rates for part-time students are high. However, pass rates for full-time students declined slightly in 2003, and on the franchise courses, pass and retention rates were below the national averages. Pass and retention rates on most externally accredited programmes are variable, but were at, or above, national averages on most courses in 2003.

99. Most students on vocational courses, receiving literacy and numeracy support, make good progress and the support is effective in helping them to improve their vocational skills. The standard of students' work on discrete courses is satisfactory overall, but the more able students frequently progress at a slower rate. On franchise courses, students with low prior attainment make good progress, improving their communication and numerical skills alongside their personal and social

skills. Attendance at lessons observed by inspectors was just above the national average for literacy and numeracy.

Quality of education and training

100. Teaching and learning overall are satisfactory. In the best lessons, teaching is lively, and students work well in pairs and groups to practise new skills and improve their communication or numerical skills. Teachers use practical resources effectively to reinforce theory. For example, in one lesson, the teacher explained the elements of division using an imaginative game with coloured squares of paper and sweets as props. In a very good literacy lesson, students practised filling in basic forms by typing in their names and addresses next to their on-screen photographs; they worked in pairs to match words cards to photographs of their group and to everyday objects to reinforce letter sounds. In another good lesson, teachers developed students' reading skills and comprehension well by skilled use of a story tape.

101. There is insufficient good or better teaching in discrete college literacy and numeracy provision. Although students are enthusiastic and well motivated, they are not involved sufficiently in their learning during lessons in poorer lessons. Teachers do not consistently adopt appropriate strategies to enable students to learn effectively. Students all work on the same activities and the more able students have to wait for other students to complete their work before the teacher introduces the next task. In many lessons, teachers overuse paper-based learning resources. There is poor use of ICT in teaching and learning. Some teachers lack knowledge of how to use ICT as an effective tool with entry-level students.

102. Additional learning support in literacy and numeracy for most students on vocational courses is good. Support is available in-class, in small groups or to individuals in study centres. Additional learning support staff liaise well with vocational teachers to encourage students to attend. There is some good teaching using materials directly relevant to students' vocational studies and sensitive to their different learning styles. Support staff set relevant homework; they mark it in a rigorous and constructive way, and record students' progress systematically. There is effective well-organised support for dyslexic students on all courses. The well-equipped study centres contain a good range of resources.

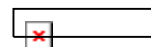
103. The college has developed a good initial assessment system matched to national standards from entry level up to level 2. The assessment is very accurate in identifying individual needs and ensures appropriate placement on courses. The results are shared effectively with both vocational and additional learning support staff. However, teachers do not always use the initial assessment to inform target setting with students and plan learning. Many students are unclear about the steps required to reach their long-term goals. Targets for the development of students' personal and learning skills are not identified clearly and are recorded poorly.

104. Reviews of progress are effective in motivating and encouraging students to take responsibility for their learning. Teachers use the monitoring of attendance and punctuality well to evaluate students' progress and commitment. In one review, where the teacher listened sensitively to a student's anxieties regarding the level of the course, the student was able to identify crucial areas for development after evaluating her own strengths and weaknesses. Progress reviews are now included on part-time and evening courses.

Leadership and management

105. Leadership and management are satisfactory. Managers work well together to ensure there is a coherent strategy for literacy and numeracy throughout the college. Regular meetings ensure consistency in course reviews, the development of schemes of work, the moderation of diagnostic assessments and progress reviews, and the effectiveness of internal verification. The procedures for initial assessment and additional learning support are very effective. All staff have taken part in national training for literacy and numeracy provision. Observations of teaching, together with annual appraisals of all staff, inform action plans for professional development and the setting of targets for staff. However, strategies for improving the quality of teaching have not been fully effective.

English for speakers of other languages



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

Strengths

- high pass rates in external tests

- good teaching and learning on courses for students aged 16 to 18

- effective development of language skills through IT for full-time students

- good pastoral support and guidance for individual students.

Weaknesses

- insufficient development of students' speaking and listening skills in lessons

- insufficient good or better teaching.

Scope of provision

106. There are around 1,600 ESOL students at the college, about half of them are on full-time courses for adults. Most of the remainder study part time for between three and six hours a week. There is a small, but growing, full-time programme for students aged 16 to 18. Some 85% of students are adults in ESOL provision. Over 75% of students are at entry level. There are a small number of courses for ESOL students in vocational areas such as business studies and engineering. Approximately 500 further students are enrolled with franchise providers. The college serves an area with a large number of refugees and asylum seekers. Students come from a wide range of backgrounds, with the largest proportion from Africa, and a growing number from the new European Union countries.

Achievement and standards

107. Pass and retention rates are satisfactory overall and have increased over the last three years. Although around a third of students on one year courses do not complete the course, those that do so are usually successful. Pass rates are high, both on the college's own accredited programmes and on Pitman examinations, which is taken by most students who complete take. For example, in

2003, the pass rate on the Pitman intermediate spoken examination was 13% above the national average. The majority of students who complete the course progress to the next level of ESOL or to another course at the college. On the programme for students aged 16 to 18, 87% of students from the level 1 course in 2004 moved on to take vocational courses within the college.

108. The standard of students' work is satisfactory. A small amount is good or very good. Some students produce well-written assignments on internally accredited courses. Most students make good progress with their reading and writing skills, but for many students there is insufficient opportunity to develop their listening and speaking skills. Attendance at lessons during the inspection was significantly above the national average for this curriculum area.

A sample of retention and pass rates in English for speakers of other languages, 2001 to 2003

Qualification	Level	Completion year:	2001	2002	2003
Pitman spoken basic	1	No. of starts	338	462	405
		% retention	92	94	89
		% pass rate	79	66	93
Pitman elementary	1	No. of starts	217	239	190
		% retention	96	97	98
		% pass rate	72	74	76
Pitman spoken intermediate	2	No. of starts	134	177	196
		% retention	99	96	97
		% pass rate	73	61	77

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

Quality of education and training

109. Teaching and learning in most lessons are satisfactory or good. A small proportion is very good and some teaching and learning are unsatisfactory. The best teaching and learning are on courses for students aged 16 to 18. In the more successful lessons, teachers engage students' interest through activities that keep them alert and enable them to communicate well. For example, in one lesson, students worked effectively in pairs to practise the appropriate intonation when talking about the time. The teacher also used a listening exercise, flash cards and clip art images to reinforce learning. Teachers use ICT well on full-time courses to help students to develop their language skills. In the teaching of computer operations, teachers use texts to develop students' reading comprehension to an appropriate level. In courses for students aged 16 to 18, short group activities engage young students and promote effective language development. All full-time students have one session a week of ICT training, usually taught by a trained ESOL teacher.

110. Much teaching is competent, but uninspiring. The focus of most lessons is on grammar and the completion of worksheets, with little variation in teaching strategies. Teachers pay insufficient attention to developing students' speaking and listening skills, either to enable them to communicate effectively or to reinforce the learning of literacy. In activities where they have to exchange information, students usually complete a worksheet first, with the result that rather than speaking naturally, they read to each other or copy one another's writing. While students are sometimes given different worksheets according to their language level, there is little attempt to vary the lesson to meet the needs of individual students. Teachers often organise pair work ineffectively and they make few attempts to widen activities to larger groups. Students often do not benefit from interacting with others in a lesson.

111. Staffing is satisfactory. Most college and franchise staff have an ESOL qualification, as do those at the franchise partners. Just under 60% of staff have teacher qualifications and the

remainder are working towards qualifications. There is an adequate range of appropriate teaching resources. However, there is too much use of poorly copied grammar exercises, with insufficient space for students to write answers.

112. Initial assessment accurately diagnoses students' literacy and language skills. However, assessment pays insufficient attention to students' speaking and listening skills in determining the appropriate level of study. The more able students do not make sufficient progress compared to their prior levels of fluency. Final assessment is rigorous; common assignments are vocationally related for students aged 16 to 18 and are related to the levels of the national curriculum. All full-time students have a regular progress review, where specific targets are set for the development of language skills through independent learning. However, there is little evidence that teachers consider these in their lesson planning.

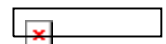
113. The curriculum for full-time students is broad. In addition, students are able to work towards numeracy and ICT qualifications, and have the opportunity to develop skills in a range of vocational areas. There are good opportunities for enrichment activities, including visits to places of interest, and cultural events. Shorter courses of 15 weeks are available through the franchise providers.

114. Individual support and guidance for students are good. Induction for students into the range of college facilities and welfare services is comprehensive. Many students benefit from additional support in lessons. The weekly tutorial programme is thorough, and includes development of study skills and job-search skills, as well as careers guidance. Many students receive financial support for childcare that enables them to attend lessons.

Leadership and management

115. Leadership and management are satisfactory. Lines of responsibility are clear and allow for effective communication across the four college centres and the franchise providers. Course managers produce annual reviews against agreed criteria and take action where course retention or pass rates are unsatisfactory. There are well-produced course handbooks for teachers and students. Arrangements for appraisal and for observation of teaching are thorough. However, action to improve the quality of teaching has not been fully effective. There is an extensive programme of professional development events which are well attended both by staff from the college and franchise providers.

Provision for students with learning difficulties and/or disabilities



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

Strengths

- very high standard of students' work

- good progression from entry level programmes by students aged 16 to 18

- very good teaching and learning

- very good learning resources

- excellent range of programmes

- outstanding support for students

- outstanding curriculum management.

Weaknesses

- no significant weaknesses.

Scope of provision

116. There is a wide range of courses for students with learning difficulties and/or disabilities, and for students with mental health needs. There are 355 students studying at the college, of whom 200 are on full-time courses. Just under 80% of students are adults. In addition, there are school link courses for pupils with learning difficulties and/or disabilities attended by 136 students. Courses start at pre-entry level and allow progression through entry level to vocational courses at level 1 or into employment. Courses include units that lead to external qualifications in skills for working life, life skills, and literacy and numeracy. The college recruits students through self-referrals, collaboration with local special schools and other agencies, including a partnership arrangement with social services and the local health trusts.

Achievement and standards

117. The standard of students' work is very high. Work in lessons and in students' portfolios is excellent, and is celebrated in outstanding visual displays around the college. Students' achievement of the challenging targets set out in their individual learning plans is very good. Their work in performing arts is outstanding, with excellent use of whole body movement and facial expression to express emotion. Students' personal and learning skills are very good, and their attitudes to learning, punctuality and behaviour are excellent. The achievement of students who are entered for external exams is good.

118. Students aged 16 to 18 make good progress from entry level programmes to level 1 vocational programmes, or into employment. In 2002/03, six students progressed into employment and the percentage that progressed on to higher level courses increased to 39% from 20% in the previous year. Students who start programmes at pre-entry level make good progress to entry level vocational access courses. The recruitment of students from school link programmes is very good. Some 62% of those attending in 2002/03 subsequently enrolled on full-time courses. Adult students progress mostly on to other entry level programmes with a small number moving onto level 1 programmes or into employment. Student attendance during the inspection was just above the national average for this curriculum area.

Quality of education and training

119. Teaching and learning are very good overall. Teaching is outstanding in performing arts lessons and in communication support sessions for students with autistic spectrum disorders. Teachers plan lessons very well. Learning activities are enjoyable, and promote and develop students' learning skills. In the best lessons, there is very good development of teamwork and independent learning. In an outstanding performing arts lesson, excellent group management and team teaching supported an outstanding student performance of three tableaux to represent sadness. In a personal and social skills lesson, students demonstrated a very good understanding of how and when to say no, through well-planned role play, based on real situations and dilemmas. In a creative writing lesson for students with mental health needs, sensitive direction and support from the teacher helped the development of very good narrative writing. In numeracy lessons, teachers give clear explanations of concepts; use Skills for Life resources well, and make learning fun for students. Occasionally in personal and social skills or vocational lessons, teachers do not plan sufficiently to include the development of students' literacy or numeracy skills.

120. The well-qualified and experienced staff bring a wide range of appropriate vocational or specialist skills. The very good accommodation for developing independent living skills includes a well-equipped kitchen, and a shop with a checkout area and working till. There is good access to vocationally appropriate accommodation. The science laboratories, ICT suites and other classrooms are very well equipped with adjustable height tables, sinks and computer workstations. There is extensive specialist equipment for students with physical or sensory disabilities including joysticks and other adaptive technology. There is very good access to, and use of, computers, interactive whiteboards and digital cameras in lessons. There are very good learning materials. Teachers effectively produce reading materials in symbols for non-readers, and use excellent work packs, games and other learning resources.

121. Students' work is marked regularly with effective written and verbal feedback given to students. Teachers use individual learning plans well to set targets and to monitor learning against initial assessments. There is very good coordination of termly progress reports by all subject teachers. However, some teachers do not always carefully evaluate and record the small steps of progress made in lessons.

122. The wide range of externally accredited and non-accredited courses to meet the needs of students is excellent. There is careful planning of the curriculum offer to build on students' prior attainment and experience to help them to achieve their aspirations and potential. The range of vocational programmes at entry level provides good access to other college courses. There are good partnerships with external agencies to assist in the development of the curriculum. For example, the relationships with the local mental health team and users of its services have led to the development of a full-time bridging programme to prepare students for college courses. Full-time and part-time students have an excellent choice of optional lessons, which adds value to their learning experience.

123. Support for students is outstanding. Teachers make very good use of the thorough assessment of individual learning and support needs, prior information from schools and other agencies, and taster days at the college, to support students particularly effectively. Teachers use this information to plan learning and support in lessons. There is an appropriate core programme for group tutorials with good provision of individual tutorials. Teachers use termly progress reports and annual reviews effectively to monitor progress and guide progression. The weekly evening support group for students with autistic spectrum disorders to develop communication, confidence and social skills is excellent. Students attending these optional sessions demonstrate outstanding development of learning skills. Teachers and support staff provide good support to students' representatives for the weekly forum on college and student issues.

Leadership and management

124. Leadership and management are outstanding. Managers have a clear vision for the area, which they communicate effectively and staff share. Support for staff is excellent through the mentoring of new staff and through individual support for teachers when they teach new courses. There is good

staff training to develop their skills, knowledge and qualifications. Quality assurance procedures are highly effective. There is very effective use of lesson observations and peer observations to share good practice. The monitoring of health and safety is good. Frequent and very effective collection of students' views is used well by managers and staff to improve the provision.

Part D: College data

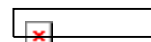
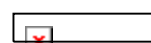


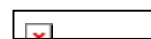
Table 1: Enrolments by level of study and age



Level	16-18 %	19+ %
1	36	49
2	19	18
3	11	13
4/5	0	2
Other	34	18
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	410	560	3
Land-based provision	1	161	0
Construction	213	2,156	7
Engineering, technology and manufacture	189	679	3
Business administration, management and professional	358	2,740	9
Information and communication technology	510	3,115	11
Retailing, customer service and transportation	2	24	0
Hospitality, sports, leisure and travel	67	432	2
Hairdressing and beauty therapy	42	429	1

Health, social care and public services	294	4,648	15
Visual and performing arts and media	221	589	2
Humanities	182	140	1
English, languages and communication	349	1,019	4
Foundation programmes	1,536	5,993	23
Other/unknown	2,082	3,852	19
Total	6,456	26,537	100

Source: provided by the college in 2004

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2001	2002	2003	2001	2002	2003
		1	Starters excluding transfers	606	643	779	2,904
	Retention rate %	77	78	79	76	78	78
	National average %	75	74	75	73	74	71
	Pass rate %	67	76	77	75	79	82
	National average %	64	65	73	68	68	76
2	Starters excluding transfers	790	799	1,033	2,915	3,124	3,339
	Retention rate %	72	72	74	75	78	79
	National average %	70	70	70	70	68	69
	Pass rate %	69	70	72	72	72	74
	National average %	67	68	73	65	69	73
3	Starters excluding transfers	693	569	603	1,919	1,789	1,817
	Retention rate %	61	80	72	70	74	78
	National average %	67	75	75	67	69	67
	Pass rate %	71	76	76	73	76	78
	National average %	70	73	76	65	69	73
4/5	Starters excluding transfers	*	*	*	140	139	150
	Retention rate %	*	*	*	81	81	67

	National average %	**	**	**	65	67	70
	Pass rate %	*	*	*	76	63	69
	National average %	*	*	*	50	48	56

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

Sources of information:

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

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

* numbers too low to provide a valid calculation

**data not available

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

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	80	18	2	50
Level 2 (intermediate)	55	43	2	49
Level 1 (foundation)	61	37	2	43
Other sessions	59	34	7	73
Totals	63	33	4	215

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