



ADULT LEARNING
INSPECTORATE



New College Nottingham

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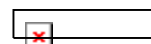
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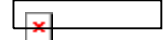
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Basic information about the college

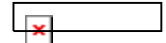


Name of college:	New College Nottingham
Type of college:	General Further Education
Principal:	Geoff Hall
Address of college:	The Adams Building The Lace Market Nottingham NG1 1NG
Telephone number:	0115 910 0100
Fax number:	0115 912 1995
Chair of governors:	John Taylor
Unique reference number:	130776
Name of reporting inspector:	Lindsay Hebditch HMI
Dates of inspection:	10-14 January 2005

Part A: Summary

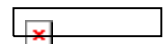


Information about the college



New College Nottingham is a large general further education (FE) college which delivers almost 50% of the FE curriculum in Greater Nottingham. It was established in 1998 through the first of three significant mergers which resulted in the current provision based at four major campuses and three smaller centres within Nottingham. The college serves an area with one of the highest levels of social deprivation in England. The educational achievement of school leavers in Nottingham is well below the national average. In 2003, only 37% of year 11 students from Nottingham schools gained five or more general certificate of secondary education (GCSE) passes at grade C or above, compared with 53% nationally. The percentage of young people who leave school without any qualifications is 11%, the highest percentage in England. Participation in post-16 education is well below the national average and a large proportion of young people enter employment without training. Around 20% of students belong to minority ethnic groups. Approximately 60% of students are female and 7% have learning difficulties and/or disabilities. The college enrolled 32,104 students in 2003/04, of whom 5,567 were studying full time. Around 45% of enrolments are on courses at level 1, 22% at level 2, and 18% at level 3. The college also caters for 276 year 10 and year 11 school pupils on a range of vocational courses and 351 learners following apprenticeships. About 85% of students live in Nottingham. The college's mission is: 'To be a world class college transforming the lives of people and communities'.

How effective is the college?



Inspectors judged the provision to be outstanding in art, design, fashion and media and in humanities and social sciences, good in five curriculum areas and satisfactory in the other five areas.

Key strengths

- clear strategic direction for the college

- strong leadership and management

- very good governance

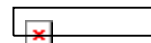
- effective partnerships
- high success rates of students aged 16 to 18
- staff development which contributes to improvements in teaching and learning
- extensive range of provision which increases participation in FE
- comprehensive and effective support for students
- rigorous promotion of equality and diversity
- well-maintained, clean and welcoming campuses
- much excellent specialist accommodation.

What should be improved

- low pass rates on courses for adults
- key skills achievements
- punctuality and attendance on some courses
- use of information and learning technology (ILT) by teachers and students
- space utilisation.

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

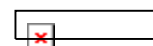


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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 on most courses are high, but are low in GCSE chemistry and on forensic science courses. Teaching is good, but attendance is low in too many lessons. The monitoring of students' progress is effective. Accommodation and resources are very good.
Construction	Satisfactory. Work-based learning contributory grade: good . There is a wide range of courses. Students produce a high standard of practical work and achieve well in their key skills. There is good achievement of apprenticeship frameworks, but pass rates on national vocational qualification (NVQ) level 2 courses are unsatisfactory. Teaching is satisfactory overall, but some teachers use an insufficient variety of teaching techniques in their lessons. Some accommodation and resources are inadequate.
Business administration, management and professional	Satisfactory. There is an extensive range of provision which meets the needs of students, the community and employers. Pass rates on advanced subsidiary-level (AS-level), general certificate of education advanced-level (GCE A-level) and general national vocational qualification (GNVQ) intermediate courses are high. There is insufficient variety and challenge in the teaching and students have insufficient opportunities to develop their key skills. Attendance is poor in too many lessons. Curriculum management is good.
Information and communications technology	Satisfactory. There are high retention and pass rates on GCE A-level courses, but low pass rates on most GNVQ and national diploma courses and low success rates on level 1 courses for part-time students. Teaching is satisfactory. Teachers provide good individual tuition in practical lessons which helps students to develop good practical skills. However, teachers use an insufficient variety of teaching techniques in lessons.
Hospitality and catering	Satisfactory. Work-based learning contributory grade: satisfactory . There is a wide range of courses. Pass rates are mostly high, but success rates on the national diploma in hospitality and NVQ bakery courses are low. Apprentices develop good personal and professional skills, but internal verification in work-based learning is poorly planned. Learning is inhibited in some lessons by poor attendance. Specialist accommodation is good
Hairdressing and beauty therapy	Good. Work-based learning contributory grade: satisfactory . Students develop very good practical skills. Practical lessons are taught well, but some theory lessons do not provide sufficient

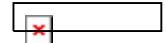
	challenge to learning. Students receive excellent support from their teachers. Specialist resources are very good and curriculum leadership and management are good.
Early years	Satisfactory. There is broad provision of courses at levels 1 and 2. Retention and pass rates are high on NVQ level 3 courses. Teaching is generally satisfactory, but there are too few opportunities for more able students to develop and extend their skills. Teachers make insufficient use of ILT in lessons. Leadership and management are good.
Art, design, fashion and media	Outstanding. There is an extensive range of courses for full-time students. Pass rates are high and students produce an excellent standard of work. Teaching is very good, although students' punctuality should be improved. There is excellent specialist accommodation. Leadership and management are very good.
Humanities and social sciences	Outstanding. There is a wide range of provision. Pass rates are high on nearly all AS-level, GCE A-level and GCSE courses and students make good progress in relation to their prior achievement. Teaching is very good. Curriculum management is very good.
English and modern foreign languages	Good. Pass rates on GCE English and Open College Network (OCN) courses are high, but pass rates are low on some GCE modern foreign language courses. Much teaching is lively and enthusiastic. Course planning and assessment are rigorous. Leadership and management are good.
Literacy and numeracy	Good. There is a good range of programmes which helps to widen participation. Students make good progress and achieve their personal learning goals, although short-term target setting and the recording of their progress are unsatisfactory. Leadership and management are very good. The accommodation for many lessons is poor.
Provision for students with learning difficulties and/or disabilities	Good. There is a wide range of courses in the college and in community venues. Students make good progress relative to their prior learning and potential. Teaching is good and additional support is effective. Curriculum management is good, but the long-term goals of some students are not identified sufficiently clearly and the use of individual learning plans is inconsistent.

How well is the college led and managed?



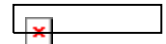
Leadership and management are good. The college benefits from strong leadership and very good governance. Students' achievements have improved steadily over the past three years and the standard of teaching is above the national average for general FE colleges. It is impressive that in a city with high levels of deprivation and low attainment at GCSE, the overall achievements of college students aged 16 to 18 were well above the national average for general FE colleges in 2004. The college is involved fully in the strategic development of education in the Nottingham area. It has strong links with local schools, universities, community groups, employers and the Connexions service. Most curriculum areas are well managed and none is unsatisfactory. Equality and diversity are promoted well. The college provides good value for money. Self-assessment is accurate and reliable.

To what extent is the college educationally and socially inclusive?



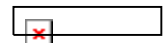
The college's response to educational and social inclusion is outstanding. The college has increased its provision significantly at entry level and level 1, and attracts a large number of students who are traditionally under-represented in FE. There are effective partnerships with a wide range of organisations including community learning providers, charities, social services and the probation service to extend opportunities for learning. Community-based courses have proved effective in attracting adults back into learning. There is a large, successful Increased Flexibility (IF) programme for pupils aged 14 to 16 and a wide range of link courses with schools. Equality and diversity are promoted very effectively. The college has made good progress in fulfilling its duty under the Race Relations (amendment) Act 2000. The performance of students from different minority ethnic groups is reviewed carefully. Their success rates are generally above the national average. The college consulted widely on its response to Special Educational Needs and Disability Act 2001 (SENDA) criteria and has ensured that its accommodation substantially meets the requirements of the act. Provision for students with learning difficulties and/or disabilities is good. There are appropriate arrangements for the protection of children. The college has a trained child protection officer. Support staff have received training in child protection.

How well are students and trainees guided and supported?



Guidance and support for students are good. There is a comprehensive range of support services which are easily accessible to students. Specialist support is of a high quality and includes provision for students with mental health problems and visual impairment. There are appropriate systems for referral to external support agencies. College literature is attractive and informative and is augmented by detailed pre-course guidance. A comprehensive induction provides students with a good introduction to their courses and helps integrate them into college life quickly. Initial assessment of learning support needs is prompt and thorough. Effective additional learning support is provided to meet individual needs. The regular and well-planned tutorials provide good pastoral and academic support for students. Personal tutorials are conducted in a manner sensitive to individual needs and equality of opportunity. Careers education and guidance, especially for progression to higher education (HE), are very good.

Students' views of the college



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

What students like about the college

- friendly and supportive teachers

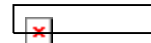
- easily accessible locations and times for courses

- good security staff and systems
- very good information and communications technology (ICT) facilities
- good enrichment activities
- well-stocked library
- encouragement given to students to help them become more self-confident
- cleanliness of the college.

What they feel could be improved

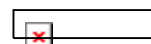
- lack of a common room at High Pavement
- unreliable computers at Clarendon
- arrangements for key skills
- the relatively high cost of food and insufficient seating in the canteens
- provision of lockers
- maintenance at Clarendon.

Other information



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

Part B: The college as a whole



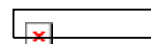
Summary of grades awarded to teaching and learning by inspectors

Aspect and learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	61	34	5
19+ and WBL*	74	23	3
Learning 16-18	59	37	4
19+ and WBL*	69	28	3

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. Overall pass rates have improved and are high for students aged 16 to 18. Many of these students achieve grades which are higher than those indicated by their GCSE performance at school. Although success rates are satisfactory for adult students, pass rates are low on too many courses. The standard of students' work and the development of their skills are good. Inspectors judged student attainment to be good or better in more than half of the lessons observed. In English, humanities and social sciences and in business administration, management and professional, students produce good written work. Most students of modern foreign languages develop good oral skills in their target language. Students of hospitality, hair and beauty therapy, art and design, and

students to develop their practical skills further.

2. During the week of the inspection, the average attendance in lessons was 77%, slightly below the average observed in general FE colleges of 78% in 2004, but above the 74% attendance observed at the previous inspection conducted by the Further Education Funding Council (FEFC). Punctuality was unsatisfactory in science and mathematics, hospitality and catering, art, design, fashion and media and in some courses in business administration, management and professional.

16 to 18 year olds

3. Retention rates are broadly satisfactory on courses at levels 1 and 2 and above average at level 3. The rate at level 1, having been close to the national average in each of the three years to 2003, increased markedly in 2004 to significantly above the national average. The retention rate at level 2 has been close to the national average in each of the four years to 2004. At level 3, the rate has been above the national average in each of the three years to 2004. Retention rates on courses leading to NVQ level 1 qualifications are consistently high.

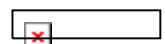
4. Pass rates were high in 2004, representing a significant improvement on previously low rates at level 1 and satisfactory rates at levels 2 and 3. Pass rates at AS level were high in 2004, improving on rates which were close to the national average in the previous two years. Pass rates at GCE A level have been close to the national averages in the three years 2002 to 2004. Students at Clarendon achieved significantly higher grades at GCE A level than predicted by their GCSE grades in 2003 and 2004. At High Pavement, these value added measures show that the students on this campus do as well as expected. Key skills pass rates were well below the national averages in both 2002 and 2003. In 2004, they improved substantially to a level which, although low, is similar to the national average.

5. There are approximately 350 learners on work-based learning programmes, of whom 68% are training for apprenticeships and 12% for advanced apprenticeships. Retention and achievement rates of apprenticeship frameworks are improving. In construction, retention and achievement rates are now high. In hairdressing and beauty therapy and in hospitality and catering, retention and achievement rates of apprentices have increased steadily to a satisfactory level. However, in both of these areas the retention and achievement of the smaller number of advanced apprentices recruited remains low. Learners gain their key skills sufficiently early in the programme and make progress towards full framework achievement at an appropriate rate. The number of learners remaining in learning beyond their expected completion date is decreasing. Development of vocational skills and progression to employment are good.

Adult learners

6. Retention rates are at, or above, the national average. At level 1, the rate was high in 2004, having improved markedly from a rate which had been close to the national average in each of the previous three years. At level 2, the rate has been above average in each of the three years to 2004. At level 3, the rate is close to the national average. Retention rates on NVQ courses at levels 1 and 2 have been above the national average in the four years to 2004. Pass rates on level 1 courses in 2004 were similar to the national average. However, at other levels, pass rates have been low during the years 2001 to 2004. Success rates are satisfactory overall. At levels 2 and 3, success rates were low in 2001 and 2002 and improved to be close to the national average in both 2003 and 2004. At level 1, they have improved markedly, from a low rate in 2001 and 2002, to a high rate in 2004. Success rates on long NVQ courses are low. However, the success rates are high on the substantial number of NVQs which are short courses.

Quality of education and training



7. Teaching, learning and attainment were graded by inspectors in 229 lessons. Inspectors judged that teaching was good or better in 66% of these, satisfactory in 30% and less than satisfactory in 4%. This represents a larger proportion of teaching which is good or better and a smaller proportion of unsatisfactory teaching than that observed by inspectors in general FE colleges in 2004. Teaching was best in art, design, fashion and media, humanities and social sciences, English and modern foreign languages and in provision for students with learning difficulties and/or disabilities. In these curriculum areas, more than 70% of teaching was judged to be good or better. The least successful teaching was in ICT where 9% of teaching was unsatisfactory. The percentage of good or better lessons for adults was higher than that in lessons for students aged 16 to 18.

8. Lessons and schemes of work are carefully and thoughtfully planned in all areas of learning. In most lessons, students work hard, participate fully in their learning and are highly motivated by the opportunities they have to develop their knowledge and understanding. In science and mathematics, art, design, fashion and media and in the provision for students with learning difficulties and/or disabilities, lessons meet the individual learning needs of all students successfully. However, theory lessons in construction, business administration, management and professional, early years and in hospitality and catering sometimes fail to provide a sufficient variety of learning activities to engage and address the requirements of all students. These lessons are predominantly teacher centred with too much talking by the teacher and not enough discussion between the teacher and the students. Teachers of AS-level and GCE A-level subjects have developed a good range of strategies to help students to prepare for external examinations. Revision lessons are well organised and develop students' knowledge and understanding effectively. The use of ILT to support students' learning is underdeveloped. The college has made a significant investment in new learning technology and in training teachers to use it. However, inspectors found little use of ILT in the lessons they observed.

9. Teachers are generally well qualified. Some 85% of teachers hold a teaching qualification and the others are working towards achieving a qualification. A sufficient number of teachers hold assessor or verifier qualifications. Teachers are actively encouraged and supported to update their specialist skills. However, not enough teachers in ICT have recent industrial experience. Newly appointed teachers receive good support.

10. The college's buildings range from nineteenth century listed buildings such as the Adams and Berridge buildings, to the 1960's buildings at Clarendon and Basford Hall and the modern, purpose-built accommodation at High Pavement. The large multi-campus estate is costly and difficult to manage. The Adams building, which has been imaginatively refurbished to a high standard, suffers from a large number of corridors and stairways and is expensive to operate. The building at Berridge is in need of refurbishment. The college's overall floor area has been reduced significantly in recent years, but space utilisation is still low.

11. Internally, the accommodation is well maintained, clean and presents a welcoming environment for students. Access for students in wheelchairs is generally good and the accommodation substantially meets the requirements of the SENDA. Some of the teaching accommodation, particularly at High Pavement, is of outstanding quality. Classrooms are well furnished and most provide a good learning environment. Access to computers during lessons in some curriculum areas such as science and in humanities and social sciences is good. In others, including ICT, some teaching rooms contain insufficient computers or software licences for the groups using them. A few classrooms are too small for the groups using them, some suffer from noise from adjacent rooms and a few rooms are too hot.

12. Specialist accommodation and resources to support teaching are satisfactory in most areas and very good in some. The realistic working environments in hospitality and in hairdressing and beauty therapy and the science accommodation and equipment are of high quality. Art and design studios are excellent. Some of the construction workshops are too small for current group sizes and are in need of refurbishment; some are cluttered with equipment. The eight learning centres are attractive and well equipped with modern, networked computers. Students have good access to books and other learning materials.

13. Assessment practices are rigorous and meet awarding body requirements. Internal verification

for college-based students uses an appropriate sampling strategy and is effective. The quality of internal verification for work-based learners is more variable, but is improving. Planning of assessment for college-based courses is undertaken carefully. However, on some two-year courses, too little assessment takes place in the first year. Most students are well informed in advance about assessment activities, but for some work-based learning courses, planning is too informal and does not give students the opportunity to prepare adequately. There is insufficient guidance on accreditation of prior learning. Whilst awarding body guidelines are implemented, routine consideration of prior learning is not a requirement of the college. Initial assessment is thorough for all full-time and many part-time students. In most cases, the results of assessment are used well in planning teaching, but the results do not inform the teaching of more able students in a number of vocational curriculum areas.

14. The standard of marking and feedback to most students is high, especially in AS-level and GCE A-level courses. In nearly all cases, feedback clearly identifies areas for improvement, including corrections of spelling and grammar. Monitoring and tracking of students' progress are good. The use of minimum target grades helps to raise the expectations of students on AS-level and GCE A-level courses. Assessment of work-based courses makes good use of workplace evidence.

15. The wide range of courses meets local needs and enables students to progress. Courses are available from entry level to level 3 in most areas and progression to HE within the college is available in some subjects. The college has increased significantly its provision at entry level and level 1 in most areas of learning in recent years. A good variety of part-time and work-based learning programmes are available for both young people and adults.

16. The college works strenuously to widen participation and attract people from within the City of Nottingham and its hinterland into FE. There are strong and effective partnerships with a range of organisations and a number of highly successful community-based projects. For example, the Adult Minorities Breaking Educational Restrictions (AMBER) project employs 50 community-based staff, 70% of whom are of minority ethnic backgrounds, to work with parents in primary schools to encourage them to participate in learning. Short, locally based taster courses are provided including use of a 'learning bus' to provide ICT courses. Over 3,000 students enrol on community-based courses each year. Some 124 clients follow Jobcentre Plus programmes, with the largest proportion in English for speakers of other languages (ESOL) and programme centre management. Job entry rates are improving, but are not yet meeting Jobcentre Plus targets. A wide range of services to employers includes a successful NVQ assessment programme for call centre work.

17. The college provides a good programme of enrichment activities. Although aimed mainly at younger full-time students, the programme is available to adult students who wish to take part. In addition, a range of enrichment activities including visits, field trips and visiting speakers are provided within most courses. There are good partnership arrangements with schools and other consortium providers. The college knows that pass rates in key skills for students on full-time courses have been consistently low and has recently implemented new procedures for enrolling students on an appropriate level of key skill. Achievement of required key skills by apprentices is improving and is good in construction.

18. There are 285 pupils aged 14 to 16 studying a wide range of vocational subjects as part of the well-managed IF programme. In addition, a wide range of other school-link work includes provision for 10 learners on a pilot apprenticeship programme, an extensive programme of courses for special schools and the vocational elements of school-based Pathfinder apprenticeships.

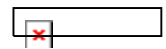
19. Students receive good guidance and support. There is a variety of means by which students receive accurate and impartial advice about courses at the college. These include a call centre, attractive and informative promotional materials, a comprehensive website and the use of student advisors at each of the four main sites. A centrally based admissions team, effectively supported by specialist admissions officers, screens applications for full-time and substantial part-time courses and arranges interviews with subject teachers. Students speak highly of this service. Induction is well organised and thorough. It works particularly well for students based in the community. In addition to providing essential course information, the programme also places considerable emphasis on helping students to integrate into the college environment and make the most of their

college life.

20. The tutorial system is well established and well organised. Students considered at risk of poor performance or withdrawing from college are identified promptly. Initiatives such as the provision of extra tutorial time and additional activities such as residential trips to motivate and support students are effective in ensuring that students stay on in their courses and achieve their goals.

21. Support services across all sites are comprehensive and well managed. All students, including those on work-based learning programmes and in the community, can gain access to a wide range of support both provided internally or through referral to external agencies. An anonymous text message and e-mail service allows students and staff to seek confidential support and advice. There are appropriate arrangements for the protection of children. The college has a trained child protection officer. Support staff have received training in child protection. The college provides a very good range of specialist support for visually impaired students and those with dyslexia or mental health issues. Arrangements for providing additional support are generally effective, although some students wait too long to receive the help they need. Careers guidance is comprehensive. Students receive valuable help in making their applications to HE.

Leadership and management



22. Leadership and management are good. Students' achievements have improved steadily over the past three years and the standard of teaching is above the national average for general FE colleges. It is impressive that in a city with high levels of deprivation and low attainment at GCSE in 2004, the overall achievements of college students aged 16 to 18 were well above the national average for FE colleges. Governors and managers have clear strategies for continuing to raise success rates, improving the quality of teaching, meeting local priorities and ensuring that provision is cost effective. For example, the recent appointment of retention and achievement officers to analyse data and liaise with teachers, personal tutors, students and parents has helped to improve student retention rates on many courses.

23. Managers' commitment to improving teaching is supported by substantial investment in staff development. The staff development plan focuses on key issues, for example, teaching and learning, teachers' information technology (IT) skills, management development, health and safety and equality of opportunity. Full-time and part-time teaching and support staff attend a wide range of in-house and external development programmes, many of which are related directly to teaching. The college analyses the effectiveness of individual courses and the overall staff development programme. Staff feedback on the quality of programmes is positive. Other effective initiatives to improve teaching include the appointment of college staff as 'behaviour consultants' to support staff who teach disruptive students.

24. The college benefits from strong leadership. Staff have well-founded confidence in the executive team. Staff understand and support recent changes to the management structure that emphasise the college's service to its students. Communication has improved and is now good. Most curriculum areas are well managed and none is unsatisfactory. Roles are understood, programme files are good and effective meetings are held. Courses performing poorly are identified and appropriate action is generally taken to bring about improvements. Significant changes have been made to the management and organisation of work-based learning, resulting in the improved performance of apprentices. Operational planning is underdeveloped. Schools have yet to develop comprehensive operational plans linked to both strategic objectives and issues identified through self-assessment.

25. A comprehensive quality assurance system, set out in the quality assurance manual, covers schools, support services and franchise partners. Most aspects of the system are effective. The completion of nearly 550 lesson observations in 2003/04 contributed to better teaching. In contrast, the form, content and quality of course teams' year end reviews vary widely. Too many reviews do

not provide a sound basis for improvement and development because, for example, they do not adequately evaluate teaching and students' achievements. The college's self-assessment report is a largely accurate reflection of the college's strengths and weaknesses.

26. Governance is very good. Careful selection has ensured that board members are extremely capable, that they have relevant business, public sector and education expertise, as well as local knowledge and sufficient time to devote to the college. They have a very good understanding of the issues facing the college and a clear vision of how it should develop. Excellent clerking helps to ensure that governors are very well informed about the financial and academic performance of the college. For example, the standards committee has looked in detail at students' overall performance, destination data, franchise provision, lesson observation statistics and summary information about external verifiers' reports.

27. The college is involved fully in the strategic development of education in the Nottingham area. For example, the principal sits on Nottingham's 14 to 19 strategy group and the recently formed Skills Board. The college has led the expansion of basic skills provision in the community. Strong links with local schools result in many joint activities, including college provision for 29 groups of school pupils aged 14 to 16 under the IF programme. The college is well regarded by universities, community groups, employers and the Connexions service. These links have resulted in, for example, courses for the traveller community, people on probation and older employees facing redundancy.

28. Equality and diversity are promoted well. The college meets its obligations under race equality legislation. It has appropriate policies, including a race equality policy. Policies are supported by a diversity strategy and action plan that has been approved by the corporation. Each curriculum area has a diversity action plan. The diversity working group is chaired by the principal. Over 1,000 staff and governors have received appropriate equality and diversity training. The college is beginning to make use of the data it collects about students' ethnicity, gender, disability and age. The appointment of 'diversity champions' in curriculum and support areas has raised the profile of diversity issues at course level, for example, in relation to food prepared by catering students and teaching materials used on hairdressing courses. It has also led to the inclusion of a cultural awareness option on the enrichment programme. Around 20% of students and 10% of staff are from minority ethnic groups, compared with 15% of the local population.

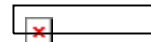
29. In 2003/04, the college took a sound decision to substantially reduce courses delivered by franchise partners. Consequently it budgeted for a revenue deficit. In the same year, failure to achieve enrolment targets significantly increased the deficit. Prompt recognition of this problem enabled the college to make in-year savings. Nevertheless, the planned deficit was exceeded substantially. More rigorous procedures for setting enrolment targets for 2004/05 resulted in much more accurate targets and budgets. The loss of franchise income, combined with an over-supply of costly premises, has weakened the college's financial position. Governors and managers have a good grasp of the financial issues facing the college. Day to day financial management is good. Managers receive regular income and expenditure reports. The college provides good value for money. In 2004/05, a good course costing model helped the college to plan its course portfolio. Teachers are deployed efficiently. Class sizes and attendance rates are around the national average. Students' achievements are improving, but accommodation costs are high.

30. The college has good human resource policies and procedures which have been used effectively when needed to address the problems of staff whose performance does not meet the college's expectations. However, the professional development review system does not take sufficient account of the outcomes of lesson observations and, in the last cycle, around 20% of staff were not appraised. The management information system broadly meets the needs of managers and staff, but some reports are difficult to interpret. Data on students' retention and pass rates are reliable.

Part C: Curriculum and occupational areas



Science and mathematics



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

Strengths

- high pass rates on most courses
- well-planned and effective teaching
- very good accommodation and teaching resources
- effective monitoring of students' progress.

Weaknesses

- low pass rates in GCSE chemistry and on the forensic science courses
- low attendance.

Scope of provision

31. The college offers AS-level and GCE A-level courses in biology, chemistry, further mathematics, human biology, mathematics and physics. There are also level 3 vocational programmes in health science and forensic science. At level 2, there are GCSE courses in chemistry, human biology and mathematics. Part-time evening courses are offered in human biology, mathematics and forensic science. There are currently 1,740 students on science and mathematics programmes. The AS-level and GCE A-level courses for 16 to 18 year olds are based at High Pavement while similar courses and most other science and mathematics programmes are offered at Clarendon.

Achievement and standards

32. Students' achievement is good. Pass rates in AS-level and GCE A-level science subjects have improved during the years 2002 to 2004 and all are now at, or above, the national average. In 2004, the pass rates in GCE A-level chemistry and mathematics were 93% and 88% respectively, compared with national averages of 88% and 84%. The pass rate of 85% in AS-level further

mathematics for the large cohort of 33 students was outstanding. However, in subjects other than chemistry, students do not achieve the grades expected of them on the basis of their GCSE results at school. Pass rates on the national diploma in health studies course are high, but pass rates on the forensic science courses are unsatisfactory. The A* to C grade pass rates in GCSE human biology and in mathematics have improved each year and are now well above the national average. However, the pass rate in GCSE chemistry is very low.

33. The inspection week coincided with external examinations which adversely affected attendance in some lessons. Nevertheless, the average attendance at 69% was low. Some poor punctuality was observed in lessons at the start of the day. Student retention rates are high. Retention rates for the AS-level and GCE A-level courses in chemistry, further mathematics, mathematics and physics courses are all above the national average. The retention rates for GCSE chemistry and GCE A-level biology were below the national average in 2004.

34. The quality of students' work is high. Students demonstrate good knowledge and understanding of their subjects. They enjoy practical science and demonstrate good practical skills. Some 40% of students who followed the programme for gifted and talented mathematics students achieved good grades at AS-level or GCE A-level further mathematics in their second year. Many of these students won medals in a national senior mathematics challenge in 2004. Progression into HE and careers related to science is good.

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

Qualification	Level	Completion year:	2002	2003	2004
GCSE chemistry	2	No. of starts	23	29	19
		% retention	74	83	63
		% pass rate	71	25	25
GCSE mathematics	2	No. of starts	370	404	298
		% retention	80	80	76
		% pass rate	35	44	46
AS-level human biology	3	No. of starts	197	212	103
		% retention	80	78	71
		% pass rate	62	57	67
AS-level mathematics	3	No. of starts	120	133	141
		% retention	85	88	92
		% pass rate	63	71	72
AS-level further mathematics	3	No. of starts	21	20	33
		% retention	86	95	79
		% pass rate	94	71	85
GCE A-level mathematics	3	No. of starts	54	53	81
		% retention	93	98	95
		% pass rate	88	89	88

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

Quality of education and training

35. Teaching is well planned and effective. In most lessons, a wide range of activities stimulate learning. In a national diploma lesson on the classification of bacteria, students were introduced to

the topic by observing illustrations of types of bacteria, as classified by the staining technique developed by Hans Gram, from the Internet. The teacher then demonstrated effectively the processes involved in identifying bacteria by staining a smear of natural yoghurt. The large class demonstrated their practical skills enthusiastically by using this technique to identify bacteria under the microscope. In conclusion, the students' samples were observed via the 'Flexicam' and discussed. Practical activities are well organised and prepared, with a good emphasis on safe working practices. Good use is made of experimental work to reinforce theory. GCE A-level chemistry students undertook a series of experiments on a nickel chloride complex by noting the colour changes associated with the change in the structure of the complex. Between each experiment, they were required to explain the nature of the reaction and write an equation for the exchange process observed. In a number of lessons, teachers use innovative methods to prepare students for examinations. For example, in an AS-level further mathematics lesson, a computer presentation was used effectively to cover all the force equations a student would encounter in questions on plane surfaces, inclined planes and pulley systems. Students then had the confidence to tackle some short questions on the topic before attempting questions from past examination papers.

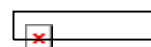
36. Students' progress is monitored effectively. Most students aim for target grades higher than those determined from their GCSE grades on entry. A short mathematics bridging course offered in July is much appreciated by students as an excellent preparation for AS-level mathematics. Students' work is usually marked rigorously and teachers provide constructive comments. Regular tests effectively monitor how well students are performing relative to their minimum target grade. Teachers are approachable, friendly and supportive. Students value the system of weekly tutorials. Support on academic matters is given on an individual basis or through workshops held at lunchtime.

37. Teachers are well qualified for the subjects they teach and technician support is good. The accommodation is very good and provides a stimulating learning environment. The accommodation at High Pavement is only two years old and the other laboratories have been refurbished since the last inspection. All laboratories are well equipped with good scientific equipment and modern laboratory furniture. The mathematics teaching takes place in classrooms of high quality. All the teaching rooms contain posters or wall charts and the laboratories have displays of students' work. The library is stocked with an adequate range of books, but some volumes are outdated. A good selection of mathematics and science materials is available on the college intranet.

Leadership and management

38. Leadership and management are good. Day to day management is delegated to curriculum leaders for science and mathematics at each of the two sites. Communication between managers and teachers is good. Courses are reviewed annually and staff understand the importance of improving the quality of teaching and learning. A well-developed self-assessment process identified weaknesses accurately. Action plans to address the weaknesses are monitored regularly. Lesson observation grades awarded by the college are too generous. The mathematics and science provision on separate sites, one of which provides exclusively for 16 to 18 year olds, leads to some inefficiency. However, more staff are now teaching on both sites and the sharing of good practice is increasing. The college has developed ethnic diversity data at course level, but individual teachers are not yet making use of it.

Construction



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

Contributory grade for work-based learning is **good (grade 2)**

Strengths

- broad range of provision

- high standard of practical work

- good achievement in key skills

- good achievement of apprenticeship frameworks.

Weaknesses

- unsatisfactory achievement on many NVQ level 2 courses

- insufficient variety of teaching methods in theory lessons

- some inadequate accommodation and resources.

Scope of provision

39. The college offers a broad range of construction courses for craft and technician students at foundation, intermediate and advanced levels. Provision includes brickwork, carpentry, painting and decorating, plastering, wall and floor tiling, sign-making and furniture studies. Building services include electrical installation, plumbing, gas, refrigeration, and air conditioning. Technician courses include the national certificate and diploma in building services engineering, construction, and civil engineering. Short courses are offered in gas, electrical, welding, furniture and technician studies. Programmes can be taken through a range of attendance patterns including block, day release, full-time and evening study. Links with schools are effective. Pupils aged 14 to 16 attend the college to study modules of the foundation construction award. There are currently 2,768 students, 29% of whom are aged 16 to 18.

40. The college is the largest provider of construction work-based learning in the Greater Nottingham area. There is a wide range of courses to meet the needs of 139 work-based learners on apprenticeships, advanced apprenticeships and NVQ work-based learning schemes. The college leads the building services engineering Centre of Vocational Excellence (CoVE) in gas, electrical and plumbing.

Achievement and standards

41. Although pass rates have improved slightly overall, they are unsatisfactory at NVQ level 2. Many

NVQ level 2 courses show achievement below the national average and in some cases performance is declining. Achievement for work-based learning apprentices has improved and is now good. Of 168 learners who reached their planned end of learning in 2004, 105 achieved the full apprenticeship framework. Retention rates are also high and recent starters are making good progress. However, plumbing apprentices make slow progress towards the completion of their framework because their programme is constrained by college term times. Learners achieve good results in their key skills assessments. Work-based learners in craft trades attend on week blocks throughout the year to produce key skills portfolios and revise for examinations. This model has proved popular with both learners and employers, and success in examinations has improved. Students demonstrate high levels of practical skills, work to high standards and take a significant amount of responsibility for their work. One first year student on a gas NVQ course was observed working to a high standard in domestic premises, taking responsibility for installing pipe work to a boiler and radiators. The pipe work was neatly bent, jointed and clipped, and demonstrated a standard of practical skills above that normally expected on this course.

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

Qualification	Level	Completion year:	2002	2003	2004
City and Guilds 2360-5 electrical installation part 1	1	No. of starts	*	32	18
		% retention	*	38	56
		% pass rate	*	58	80
City and Guilds 2078 handling of refrigerants	1	No. of starts	117	167	198
		% retention	100	99	99
		% pass rate	90	99	95
NVQ mechanical and electrical services plumbing	2	No. of starts	60	38	27
		% retention	42	63	48
		% pass rate	32	38	62
NVQ mechanical and electrical services small refrigeration	2	No. of starts	47	51	53
		% retention	68	51	53
		% pass rate	47	73	32
NVQ carpentry and joinery	2	No. of starts	28	15	20
		% retention	39	67	80
		% pass rate	55	70	60
Intermediate construction certificate	2	No. of starts	84	151	49
		% retention	58	60	80
		% pass rate	45	2	51
Domestic national gas safety	3	No. of starts	153	162	126
		% retention	100	100	100
		% pass rate	96	88	87

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

*fewer than 15 students enrolled

Quality of education and training

42. In many lessons, teaching and learning are satisfactory or better. Most lessons are well planned

with clear learning outcomes that are shared and discussed with students. There is some good integration of theory and practice. Much practical work is of a good industry standard. Teachers relate their lessons to current industry practice and students' experience. In the less successful theory lessons, teachers do not use a sufficient variety of techniques to maintain the interest of students or to ensure that appropriate extension materials are available for students who find the work straightforward. In these lessons, too much time is spent copying notes. Teachers make little use of the Internet or modern projection methods. Teaching of key skills is integrated well in the curriculum and delivered within an appropriate vocational context. Vocational teachers attend the lessons to support key skills staff. Students enjoy these lessons and appreciate the value and relevance of key skills. Employers also provide good training opportunities for learners.

43. Assessment and verification of work are satisfactory. Assessments are designed well and provide an appropriate occupational focus. Practical work is checked regularly. Students' progress is displayed clearly on wall charts in the workshops, enabling them to track the progress they are making. The college is developing its strategy for assessment in the workplace. Learners are visited by occupationally competent staff who set demanding targets for achievement. Progress reviews are satisfactory.

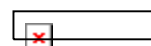
44. Students receive good support from their teachers and tutors. Initial guidance is thorough. All students undertake an initial assessment in both literacy and application of number to identify the additional support they need. However, these needs are not always identified on students' learning plans. Tutorial provision is satisfactory and includes the review of students' progress. Work-based learners are supported well both at college and in the workplace. There is an effective local initiative to visit and assist learners with additional needs at work.

45. Teachers have relevant vocational qualifications and either possess, or are working towards, assessor and verifier awards. Several new occupationally competent staff have been recruited recently to review and assess learners in the workplace. Accommodation and resources are generally adequate to support the provision. However, some of the practical training areas are too small to accommodate the current number of students comfortably. Bricklaying, heating and ventilating and plumbing workshops are cramped. In bricklaying, students' work is often damaged due to its proximity to adjacent students. In plumbing, students work on benches that are too small. Some practical equipment in the heating and ventilating department is old and worn out. There is a lack of ICT and other modern equipment. Classroom accommodation is satisfactory. The library resources are good.

Leadership and management

46. Leadership and management are satisfactory. The head of school had only recently been appointed at the time of the inspection. Communication is good. Staff share a common sense of purpose. Teachers meet regularly to discuss students' progress and review the quality of provision. There have been significant improvements in the quality of work-based learning. Links with other training organisations and employers are strong. Employer forums help to ensure the provision meets the needs of local industry. The self-assessment report is generally accurate, but failed to recognise the weakness in teaching. Equal opportunities are not reinforced sufficiently in work-based learning reviews. The CoVE in building services has only recently been established and it is too early to assess its impact on the provision.

Business administration, management and professional



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

Strengths

- extensive range and flexibility of provision

- high pass rates on GCE courses and GNVQ intermediate business

- good curriculum management.

Weaknesses

- insufficient variety and challenge in teaching

- poor attendance in lessons

- insufficient opportunities for students to develop their key skills.

Scope of provision

47. The college provides an extensive range of courses across its major campuses. AS-level and GCE A-level business and economics are offered at High Pavement for students aged 16 to 18. AS-level and GCE A-level business and GCSE business are available for young people and adults at Clarendon. Other full-time courses, attended mainly by students aged 16 to 18, include first and national diplomas in business, Institute of Legal Executives (ILEX) diploma in law, certificate in administration and NVQs in administration and accounting. Specialist administration courses include the certificate and diploma for legal secretaries and the diploma in medical reception. Part-time professional courses for adult students are offered in law, accounting, personnel and purchasing. A large number of adult students are supported by their employers to undertake management programmes at levels 2, 3 and 4 while at work. A small number of young people follow apprenticeship frameworks in administration and management. The curriculum area has a total of 1,573 students. Most of the 497 full-time students are aged 16 to 18, while most part-time students are adults.

Achievement and standards

48. Retention and pass rates are high on a number of courses. In particular, pass rates on AS-level and GCE A-level business and economics and on the GNVQ intermediate in business have been consistently high in the three years 2002 to 2004. Retention rates are high on NVQ administration, the introductory certificate in first line management and the diploma in health service reception. On many other courses, retention and pass rates are around the national average.

49. Most students are motivated by their studies and apply themselves enthusiastically to the tasks set. AS-level and GCE A-level students in business and in economics develop good skills of analysis and interpretation and are able to debate the issues being studied with confidence. Attendance is low in too many lessons. In the lessons observed, only 71% of the students attended. Some lessons were also disrupted by students arriving late.

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

Qualification	Level	Completion year:	2002	2003	2004
NVQ accounting	2	No. of starts	78	61	30
		% retention	82	69	77
		% pass rate	72	62	78
GNVQ intermediate business	2	No. of starts	47	35	30
		% retention	79	83	80
		% pass rate	84	76	92
Introductory certificate in first line management	3	No. of starts	199	326	231
		% retention	96	99	98
		% pass rate	68	85	78
AS-level business	3	No. of starts	199	203	168
		% retention	85	84	85
		% pass rate	83	88	85
GCE A-level business	3	No. of starts	83	110	100
		% retention	93	94	98
		% pass rate	92	95	98
NVQ administration	3	No. of starts	36	55	83
		% retention	67	98	94
		% pass rate	63	56	41

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

Quality of education and training

50. Most teaching is satisfactory or good. Lessons are well planned and classroom management is good. Learning objectives are made clear to students. In the better lessons, teachers make good use of appropriate activities to maintain interest and to ensure that students are learning. Teachers encourage students to develop skills and think independently. In one GCE A-level business studies lesson on wage negotiations, students worked effectively in two groups to develop the case for a wage settlement, with one group representing the views of the union and the other group representing management. They then shared their views before considering how a settlement could be reached. The teacher acted as a consultant to the two groups, providing good support for their learning, and the students worked with interest.

51. In less effective lessons, the teacher dominates with too much talking and insufficient learning activities, resulting in students becoming distracted. The pace of these lessons is too slow to keep the more able students fully engaged, therefore, they are not challenged in their learning and lose interest. In a few lessons observed, students, once distracted, disrupted the work of other students.

52. The use of ILT to support learning is variable. Technology and electronic learning materials are not easily available to teachers and are not used sufficiently to enrich the learning and improve the knowledge base of students. Effective use is made of the experience of work from part-time professional students that benefits all members of the group. Students on full-time business courses have few opportunities to become familiar with current business practice.

53. Assessment and the monitoring of students' performance is generally good. Assignments set are

appropriate. The quality of written feedback to students is generally satisfactory. Much of it is timely, relevant and provides helpful suggestions on how to achieve higher grades. In some cases, comments are brief and do not indicate where improvements can be made. There are insufficient opportunities for students to develop and achieve key skills qualifications. All full-time students are assessed on entry to identify any weaknesses in literacy or numeracy. They do not always have the opportunity to upgrade or gain accreditation for these skills while at college.

54. Courses are reviewed regularly to ensure that they meet the needs of employers and the community. The college has developed good partnership links with other colleges, training providers and employers to participate in workforce development projects using European funding.

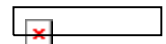
55. Support for students is generally good. Students appreciate the good initial advice and guidance they receive and induction introduces them appropriately to the college. Progress is reviewed regularly in tutorials. Communication with parents is good, including regular contact with tutors where issues arise. Employers who sponsor part-time students are also contacted regularly and kept up to date with the progress that students are making.

56. Teachers are generally well qualified and experienced. Accommodation is particularly good at High Pavement, City and Bath Street campuses where rooms are dedicated to business administration teaching and provide stimulating learning environments. Resources are satisfactory. There are sufficient computer rooms, but there are no computers in general classrooms, resulting in rooms having to be booked in advance.

Leadership and management

57. Leadership and management are good. Arrangements are in place to ensure good communication and support for the large group of staff and students working across the college sites and in the workplace. Teachers understand their duties as course co-ordinators and programme area managers. Programme area managers meet weekly and have set agenda items that cover a range of issues including the monitoring of student withdrawals. Quality assurance procedures are good. The self-assessment report is constructed carefully and identifies the main issues for the curriculum area. Some course reviews need to be improved and this, together with other weaknesses identified in inspection have also been identified by managers and are being addressed. Course review meetings are held each term and include student representation. Actions are taken based on the feedback received.

Information and communications technology



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

Strengths

- high success rates on call handling courses

- high retention and pass rates on GCE A-level ICT and computing courses

- effective development of vocational skills by adult students

- good individual tuition in IT practical lessons.

Weaknesses

- low pass rates on most GNVQ and national diploma courses
- low retention and pass rates on level 1 courses for part-time students
- insufficient variety of teaching techniques
- insufficient monitoring of students' learning.

Scope of provision

58. The college offers a range of courses from level 1 to level 4 at its main college sites and community venues. Full-time courses include AS levels and GCE A levels in ICT and computing, and general vocational courses such as the GNVQ foundation and intermediate level IT, advanced vocational certificate of education (AVCE) in IT, and national diploma courses. Part-time courses include computer literacy and information technology (CLAIT), networking training and European computer driving licence (ECDL) courses. The college also offers call centre skills training courses. There are currently 602 students aged 16 to 18 who are mainly following full-time courses and over 2,640 adults who study mainly on part-time courses.

Achievement and standards

59. There are high retention and pass rates on GCE A-level courses in ICT and computing and a high success rate in call handling qualifications. However, pass rates on most GNVQ and national diploma courses are well below the national average for similar colleges. The pass rates on GNVQ foundation, GNVQ intermediate and the national diploma in computing were at least 15% below the national average in 2004. The retention rates of students on full-time vocational courses have improved and are generally at, or above, the national average. However, the retention and pass rates on level 1 part-time courses are low. The retention rate for CLAIT courses was 60% in 2004, some 18% below the national average. The pass rate of 49% was 25% below the national average. Of 631 students who started on the City and Guilds certificate for IT users course in 2002/03, only 32% were retained and the pass rate of 18% was low. The college has introduced a range of new procedures to remedy these weaknesses, but it is too early to judge their effectiveness. The proportion of students who achieve ECDL qualifications at level 2 is satisfactory; of 266 students who started their course in 2003/04, 63% completed their qualification successfully.

60. Adult students develop a good range of ICT skills which they use effectively in their employment and their everyday lives. These include the skills required to set-up and maintain computers and networks. The standard of students' work is generally satisfactory, but few students produce a high standard of work. Most students progress to relevant employment or HE. Attendance and punctuality are satisfactory.

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

Qualification	Level	Completion year:	2002	2003	2004
CLAIT	1	No. of starts	*	391	192
		% retention	*	75	60
		% pass rate	*	60	49
Call handling	2	No. of starts	138	486	683
		% retention	94	95	89
		% pass rate	54	77	84
GNVQ intermediate IT	2	No. of starts	147	60	74
		% retention	69	75	76
		% pass rate	53	64	53
ECDL	2	No. of starts	571	671	266
		% retention	73	75	75
		% pass rate	59	57	63
AS-level ICT	3	No. of starts	78	110	105
		% retention	79	80	78
		% pass rate	60	75	67
GCE A-level ICT	3	No. of starts	24	20	38
		% retention	88	95	97
		% pass rate	81	74	92
GCE A-level computing	3	No. of starts	28	26	17
		% retention	96	96	94
		% pass rate	67	72	88
National diploma in computing/IT	3	No. of starts	62	65	47
		% retention	37	51	49
		% pass rate	61	61	48

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

* data unavailable

Quality of education and training

61. Most teaching is satisfactory or better. In the best lessons, teachers use a range of good activities to stimulate and maintain the interest of the students or demonstrate new concepts. In the best planned theory lessons, teachers link theory and practical well to develop learning. In one lesson for adult students, after discussing theories of computer networking, the teacher used computer software to apply and reinforce the theory. Teachers give good individual tuition in lessons. Full-time students undertake a lot of individual work on practical assignments. In these practical lessons, there is timely, appropriate, patient and enthusiastic individual help which enables students to gain in confidence and skills. Many adults learn in IT workshops using well-designed workbooks, allowing them to work at their own pace and level.

62. However, in many lessons, teachers do not use a sufficient variety of teaching techniques. Too

little of the teaching is planned to address the needs of students whose level of attainment is not that of the majority. Teachers do not give sufficient consideration to the prior skills of students; some students repeat topics without adequate gain. Teachers do not always use good questioning techniques to monitor the learning of students and some students progress through the lesson without their learning being adequately monitored. In three GNVQ lessons observed, some quieter students did not participate in any discussions or respond to any questions; their learning and attainment was low. In most lessons, IT is not used sufficiently to enable students to learn at their own pace.

63. Assessment meets awarding bodies' requirements. Assignments are of an appropriate standard and students obtain useful feedback on their work. However, the monitoring of students' learning is unsatisfactory. The targets set are not challenging enough to motivate them. There is insufficient rigour in monitoring students' progress through the use of individual learning plans and many students do not have an adequate understanding of their own progress. Recording of adult students' progress and activities is insufficient and there is an over-reliance on adult students remembering the progress they have made in the previous lessons.

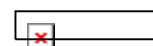
64. Students receive good support. They are provided with good initial advice and guidance. Induction is effective. Full-time students speak highly of the value of tutorials in helping them to understand and plan how to improve their performance. All full-time students are offered initial assessment for additional learning support. However, take up of this has been low and only a few lessons have had support workers provided. The college has found that support workers are not effective unless their IT skills at least match the levels required of students, and is now training staff accordingly.

65. Teachers are well qualified and experienced. Accommodation and resources are generally satisfactory. The better teaching rooms in High Pavement and Hucknall have up-to-date equipment, data projectors, digital boards and air conditioning. However, there are some open-plan teaching rooms in which students are disturbed by the noise from other lessons. In Clarendon, the computers are not sufficiently reliable and are not always well maintained. In one session, four students had to share one computer as there were insufficient numbers of working computers in the classroom. There were insufficient installed copies of the specialist software used by GNVQ students following multi-media modules. Access for students with mobility difficulties is generally satisfactory.

Leadership and management

66. Overall, leadership and management of this diverse provision are satisfactory. Responsibility for the provision is shared between the school of business, computing, media and multi-media and the school of communication technologies and management and professional studies. There is good communication between the two heads of school and between the heads of school and teachers. The self-assessment report is detailed, evaluative and thorough, identifying many, but not all the strengths and weaknesses found during the inspection. Course teams meet regularly. However, course reviews tend to focus on immediate operational matters. There is insufficient attention given to bringing about longer term improvements in teaching and learning.

Hospitality and catering



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

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

Strengths

- wide range of vocational courses
- high pass rates on most courses
- good development of personal and professional skills by apprentices
- good realistic work environments.

Weaknesses

- low success rates in NVQ bakery and national diploma hospitality
- poor attendance in some lessons
- poor internal verification of work-based learning programmes.

Scope of provision

67. The college offers a wide range of vocational courses. Courses are provided from entry level to NVQ level 3 in food preparation and cooking, and from NVQ level 1 to level 3 in food and drink service. The NVQ programme is available in full-time, part-time and work-based modes of study. Bakery can be studied at NVQ levels 1 and 2 and patisserie to level 3. There are NVQ level 3 and national diploma courses in kitchen, restaurant and hospitality supervision and a portfolio of short professional development courses in food safety and licensed trade subjects. The majority of students are aged 16 to 18 and there are broadly equal numbers of female and male students. Full-time students study professionally valuable food safety, wines and spirits and patisserie awards in addition to their primary qualification. They have a period of industrial placement during their course which helpfully widens their experience. There are currently 151 full-time and 301 part-time students enrolled on the courses including 50 apprentices and 4 NVQ work-based learners. CoVE status was achieved in 2004.

Achievement and standards

68. Pass rates on most courses are high, but retention rates on the national diploma in hospitality and NVQ bakery courses are low. Framework achievements have improved on the apprenticeship programme, but there is low retention and framework achievement by advanced apprentices. The practical skills of full-time students are satisfactory and they achieve standards appropriate to the level of their course. Students with part-time employment in the hospitality industry are often more confident and work more quickly in their practical work. Work-based learners develop good personal and professional skills. They have a good understanding of the knowledge that underpins their qualification and display confident application of these at work. Employers recognise the quality of

their learners and many have been promoted to more senior positions whilst on their programme.

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

Qualification	Level	Completion year:	2002	2003	2004
NVQ catering and hospitality (food preparation and cooking) 1 year	1	No. of starts	20	15	29
		% retention	100	80	69
		% pass rate	55	67	100
NVQ catering and hospitality (food preparation) 2 years	2	No. of starts	62	70	101
		% retention	35	53	55
		% pass rate	86	92	100
NVQ food and drink service	2	No. of starts	32	38	32
		% retention	53	71	91
		% pass rate	94	93	79
NVQ craft baking	2	No. of starts	17	16	23
		% retention	29	56	39
		% pass rate	100	78	89
Certificate for pastry cooks and patissiers	2	No. of starts	**	19	18
		% retention	**	100	100
		% pass rate	**	100	83
National diploma in hospitality supervision*	3	No. of starts	20	16	19
		% retention	60	88	53
		% pass rate	92	86	100

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

*AVCE (double award) in hospitality and catering in 2002 and 2003

** course did not run

Quality of education and training

69. Teaching and learning are satisfactory overall. There are some good and very good lessons, but in others, students' learning is challenged insufficiently or learning is affected by poor attendance. During the inspection, a significant minority of lessons had attendance below 60%. In some cases, the work planned by the teacher could not be implemented fully because there was an insufficient number of students to carry out the planned group activity. In the best lessons, students are required to contribute frequently during the lesson and are actively involved in identifying information, drawing on their experience and demonstrating their earlier learning. In many practical sessions, the initial briefing and the end of session evaluation exercises are unhelpfully short and do not extend the underpinning knowledge of students about food commodities and dishes or develop their skills in evaluating their work and end products. Teaching and learning are satisfactory in the work-based learning provision. Most learners attend college one day a week for off-the-job training consisting of theory and practical skills development. Those who do not attend have good in-house training programmes that develop their practical skills and knowledge. Learners receive good on-the-job training by their head chef or supervisor through individual coaching and mentoring at the workplace.

70. Assessment is satisfactory, but in work-based learning it is insufficiently planned. In college-

based food service, effective assessment practice involving a specialist assessor has improved pass rates and this approach is to be extended to food preparation awards. Most work-based learning assessments are conducted appropriately in the workplace, but are not formally planned and the paperwork used does not guide learners to prepare adequately for assessment. Nevertheless, good feedback is given. Internal verification in work-based learning is poor. There is little planning; it is initiated by assessors rather than verifiers and is undertaken too late in the programme. The college has recently implemented improvements to its internal verification procedures.

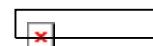
71. Students receive good advice and guidance before they join their course. This is complemented by constructive interviews and preparatory activities before they enrol. The induction programme introduces students successfully to their course, their peers and the hospitality industry. The weekly group tutorial and the open door policy of staff provide good pastoral support for students. Additional learning support is provided promptly for level 1 groups, but not all other students offered individual support take it up. There is satisfactory support for work-based learners on a range of personal and learning issues through initial assessment and workplace reviews.

72. Staff are well qualified and have recent industry experience. Most have teaching qualifications and assessor/verifier awards. The good provision of technicians is used effectively. Two excellent kitchens and restaurants provide realistic work environments, both of which cater for enough customers to provide students with an experience mirroring industrial practice. The practise kitchens do not meet current industry standards, but there are plans to refurbish these facilities. High-quality hotels, restaurants and public sector establishments offer work-based learners a supportive environment for personal development, learning and assessment opportunities. The learning resource centres have good resources and open-access computers are nearly always available. Students are unaware of the good online catering skills development resources on the intranet.

Leadership and management

73. Leadership and management are good. The recently appointed head of school has a clear vision of how the provision should develop and has implemented some appropriate new management systems. Self-assessment is generally accurate. However, the scope of course reviews is inadequate. Operational and resource issues are considered, but not the quality of education and training. As a result, the solutions to important shortcomings are not identified. The internal verification of NVQ courses is managed poorly. The newly appointed work-based learning manager and the new assessors have not yet had time to fully establish working practices and have an impact on the quality of the provision. There is good awareness and implementation of equality and diversity issues.

Hairdressing and beauty therapy



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

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

Strengths

- very good practical skills of students

- effective arrangements for supporting the progress of full-time students

- very good resources
- good leadership and management.

Weaknesses

- low pass rate in Indian head massage
- too many theory lessons which fail to challenge the learning of students sufficiently.

Scope of provision

74. The college offers a range of full-time and part-time courses at levels 1, 2 and 3 in hairdressing and beauty therapy and in work-based apprenticeships. Beauty therapy courses include the national diploma in beauty therapy and the holistic therapy diploma. There are also part-time courses in Indian head massage and nail extension. Hairdressing courses include African-Caribbean hairdressing and barbering. Fast track one-year programmes are offered for students wishing to complete their studies quickly. There are 422 full-time students and 350 part-time students on beauty therapy courses. In hairdressing, there are 472 full-time students and 76 part-time students. There are 56 apprentices. Eight schools collaborate with the college on 14 to 16 vocational continuing participation programmes, with 38 pupils attending the hairdressing course and 13 in beauty therapy. There are 210 students enrolled on the college franchised provision in beauty and holistic therapies.

Achievement and standards

75. Retention and pass rates on most courses in hairdressing and beauty therapy are high and in many cases are improving. Pass rates on most courses are above the national average and are excellent in the national diploma in beauty therapy sciences and NVQ level 2 hairdressing. However, the pass rate in Indian head massage has been low for each of the years 2002 to 2004. Completion rates for the apprentices have improved significantly, but for the advanced apprenticeship framework they are low. Of the 11 learners who began the programme between the years 2001 to 2003, none completed successfully.

76. Students develop very good skills in the use of equipment and in their manipulative dexterity, especially on the one-year hair and beauty intensive programmes (fast track). They learn to work quickly and apply their skills in basic hair cutting, colouring and perming effectively. In one lesson, each student worked on up to three clients. Students also understand the theory relating to their treatments.

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

Qualification	Level	Completion year:	2002	2003	2004
NVQ hairdressing (1	1	No. of starts	69	52	83

year)		% retention	72	79	88
		% pass rate	90	83	79
NVQ beauty therapy (1 year)	2	No. of starts	87	170	200
		% retention	82	72	80
		% pass rate	66	79	88
NVQ hairdressing (1 year)	2	No. of starts	120	139	128
		% retention	76	83	67
		% pass rate	79	75	90
NVQ hairdressing (1 year)	3	No. of starts	34	34	52
		% retention	71	74	56
		% pass rate	79	80	79
NVQ beauty therapy	3	No. of starts	24	34	37
		% retention	96	74	89
		% pass rate	30	20	82
Diploma in Indian head massage	3	No. of starts	78	48	50
		% retention	63	92	90
		% pass rate	45	64	51

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

Quality of education and training

77. The overall quality of teaching is high. Students find the linking of theory and practice helpful in enabling them to remember complex techniques. Practical lessons are particularly well planned. Teachers convey their enthusiasm and own professional expertise to the students and encourage them to do their best. Students demonstrate good client care and pay strict attention to health and safety requirements. In one successful hairdressing lesson, apprentices who were studying for their NVQ level 2 listened carefully while the teacher explained and demonstrated the correct procedures for cutting. They then completed their own first cuts to a very high standard and were sufficiently confident to make constructive criticism of their own work and the work of other learners. Aspects of theory teaching are less satisfactory. Teachers talk too much and do not give sufficient opportunities for students to express their own ideas. In these lessons, the teachers do not use a sufficient range of activities to ensure that all students are learning or that they are developing their own independent learning skills.

78. Assessment procedures are thorough. Internal verification is well developed and robust. Clear tracking documents enable students to monitor their own progress. However, there is insufficient planning of formative assessments to inform students of what they need to improve before their final assessments. Students' written assignments are returned promptly with encouraging feedback. There are sufficient clients for hairdressing and beauty therapy students to be assessed working under the pressures of a busy commercial salon.

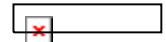
79. There are effective arrangements for supporting the progress of full-time students. The college has implemented procedures to ensure students are placed on the correct course and that they subsequently receive individual support from their tutor when they need it. Action planning for individual students is good, particularly for those at foundation level. All students have access to a comprehensive range of enrichment activities including visits to competitions and trade shows. Work-based learners have regular progress reviews in their workplace. Employers make a good contribution to progress reviews.

80. Staff are well qualified and comply with the awarding body requirements for continuing professional development. In a number of salons, staff are currently undertaking assessor qualifications for the workplace. The college has made a substantial investment in accommodation and resources for hairdressing and beauty therapy. The accommodation and resources for hairdressing, beauty and holistic therapies are good. Salons and treatment rooms at Clarendon and Hucknall are well designed and equipped. There is a well-resourced spa at Clarendon which includes a jacuzzi and sauna. The dispensaries on all sites are well stocked with good commercial products. However, there is a shortage of small moveable equipment such as steamers and faradic machines at Clarendon. Good teaching and learning resources have been developed for basic skills. There are sufficient books and periodicals in the library.

Leadership and management

81. Leadership and management are good. Communication is open and staff are supported well. There are regular team meetings attended by both full-time and part-time staff which concentrate on students' performance and improving the overall quality of provision. The self-assessment report identified weaknesses accurately and appropriate actions have been taken to remedy them. The recent increase in the number of staff, especially the appointment of a dedicated retention and achievement officer, has contributed to improvements in retention and pass rates on most courses. New staff are supported well and take advantage of the good range of staff development and further training available to them. The management of work-based learning has improved. Initiatives to improve the communication between learners, employers and the college have been successful.

Early years



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

Strengths

- broad range of courses at levels 1 and 2
- high success rates on NVQ level 3 courses
- good curriculum and course management.

Weaknesses

- insufficient use of ILT in teaching
- too few opportunities to develop and extend the skills of the more able students.

Scope of provision

82. The college provides full-time and part-time courses from entry level to level 3, with a broad range of courses at levels 1 and 2. Full-time courses include the Council for Awards in Children's Care and Education (CACHE) entry level programme, CACHE foundation award in caring for children, CACHE certificate in childcare and education and NVQ level 2 in childcare and education. Level 3 courses include the CACHE diploma in childcare and education. Part-time courses leading to NVQ awards are offered in childcare and education, caring for children and young people and for teaching assistants, classroom assistants and special needs assistants. Short courses are available in child minding. There are 12-week taster courses run in community venues and schools for prospective students. Provision is made for 14 to 16 year old pupils within the IF programme. A small number of learners follow work-based learning programmes. There are currently 267 full-time and 577 part-time students. Some 226 full-time students are aged 16 to 18. Most part-time students are adults.

Achievement and standards

83. Retention and pass rates have improved to the national average on most courses and are high at NVQ level 3. However, the pass rate on the CACHE diploma in childcare and education is well below the national average. Students' skills and knowledge of the care and education of young children are good. They are well prepared for employment and further study. Students aged 16 to 18 develop confidence and improve their ability to communicate with clients. Adult students demonstrate good practical caring skills. Most students who enter the college with few qualifications complete their courses successfully and frequently progress to a higher level.

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

Qualification	Level	Completion year:	2002	2003	2004
CACHE award in caring for children	1	No. of starts	**	76	31
		% retention	**	67	84
		% pass rate	**	43	85
CACHE certificate in childcare and education	2	No. of starts	38	57	46
		% retention	68	74	67
		% pass rate	58	48	90
NVQ early years care and education	2	No. of starts	49	38	57
		% retention	47	66	68
		% pass rate	100	88	72
NVQ in caring for children and young people	3	No. of starts	46	41	42
		% retention	54	71	76
		% pass rate	44	76	91
CACHE diploma in childcare and education*	3	No. of starts	100	96	18
		% retention	61	46	83
		% pass rate	67	20	53
NVQ in early years care and education	3	No. of starts	91	135	141
		% retention	36	66	60
		% pass rate	67	70	78

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

** diploma in nursery nursing National Nursery Examinations Board (NNEB) in 2002, 2003*

*** data unavailable*

Quality of education and training

84. Most teaching is good or better. Lessons are planned well and have clear aims that are explained fully to students and used to check their learning. Teachers use a wide range of activities which involve students well. The needs of individual students are taken into account, although in some lessons, activities are insufficiently challenging for the more able students. Group work generates great enthusiasm and enables students to provide a rich variety of ideas and insights into their topic. In NVQ lessons, teachers share their professional experience with students well and encourage students to talk about their experience of work in the sector. Vocabulary and terminology relevant to the topic being taught is placed on a 'word wall'. This is effective support for learning and communication for those with communication difficulties or for students whose first language is not English. In most lessons, attainment is at an appropriate level although some more able students do not reach their full potential. Attendance is good and most students are punctual. If students are late, they are integrated into the lesson without disruption to others.

85. Assessment arrangements are thorough. In response to comments from students, assignments are timetabled to give students an evenly distributed workload. Work is marked carefully and the detailed feedback ensures that students are aware of how they are progressing and what they need to do to improve. NVQ portfolios are well organised. Students understand how the portfolios are used to assess their vocational competence. Internal verification of assessment meets the requirements of awarding bodies effectively. Rigorous internal standardisation of students' written assignments is carried out to ensure consistency of assessment.

86. Students are well supported in both their academic and pastoral needs. They receive thorough induction. For part-time NVQ students, there is a 'pre-enrolment portfolio day' that not only provides an induction into the college, but also begins to develop confidence in the NVQ assessment process. All full-time and part-time students receive initial assessment which identifies additional support requirements and is used to produce the student's individual learning plan. Learning goals are agreed by staff and students at the initial tutorial review and monitored formally each term. The individual learning plans cover a wide range of activity, but targets are not always sufficiently specific. Tutors monitor attendance and progress to identify students at risk of not completing their course. Subsequent remedial actions are generally successful and retention rates are improving. There is a range of enrichment activities available to students, but few participate.

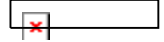
87. Staff have appropriate qualifications and most have received regular professional updating in childcare and early years practice. Overall however, the range of experience and qualifications of the teaching team is narrow. Accommodation at both the Basford and Clarendon sites is good although some of the open-plan area at Basford is noisy and students become distracted from their learning. There are good ILT resources available to teachers, but little productive use is made of them. All early years students study IT key skills, but this is not integrated into coursework. Learning resource centres provide an appropriate range of texts, periodicals and access to electronic information.

Leadership and management

88. Leadership and management are good. Staff understand their roles and responsibilities and communication is good. An extensive programme of meetings seeks to develop and inform staff while disseminating good practice in teaching and learning. Weekly group planning sessions for course teams help to develop a consistent approach to teaching. Targets for retention and pass rates and attendance are set for all courses and progress against them is reviewed monthly. Staff participate in a wide range of in-house training to develop strategies to improve teaching, learning and the management of courses. Managers and teachers have redesigned the curriculum successfully in response to feedback from students and employer needs. Retention and pass rates have subsequently improved. Course review and self-assessment procedures are well established. Self-assessment has identified weaknesses in the provision, but has been insufficiently rigorous in

assessing the significance of them.

Art, design, fashion and media



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

Strengths

- extensive range of courses for full-time students

- high pass rates

- good practical work by students

- very good teaching and attainment

- excellent studio and workshop space

- very good curriculum leadership and management.

Weaknesses

- poor punctuality.

Scope of provision

89. The college offers an extensive range of courses for full-time students, including vocational provision at level 3 in all of the major areas of art, design and media, AS levels and GCE A levels in media and in art and design, a broad-based first diploma programme in art and design and specialist first diplomas in fashion and media. The cross-college level 1 provision has an art and design option. A diploma in foundation studies is offered at level 4. There are opportunities for progression to degree level courses within the college. There are 1,223 students on art, design, fashion and media courses, of whom 768 are full-time students. Most students are aged 16 to 18.

Achievement and standards

90. Pass rates are high on most full-time courses and have improved during the years 2002 to 2004. The national diploma in fashion and the diploma in foundation studies in art and design had excellent pass rates in 2004. All students who were retained in GCE A-level media, and almost all in GCE A-level art, passed the examination.

91. Students make excellent progress and the standard of their practical work is high. Exploration of ideas is thorough and artefacts are well presented. One student on the part-time diploma in foundation studies designed a piece using handmade paper layered with optic fibre and mohair. The visual effect produced was that of a beautiful carpet of light. Students on the foundation course produced pairs of paper shoes based on memories of childhood. One student made a pair of ballet shoes from tissue paper that displayed a rare sensitivity. In a ceramics lesson, a student demonstrated exceptional ability in throwing, producing a series of small pots. This work demonstrated a good grasp of technique and an imaginative use of the media. Fashion students demonstrate a very good understanding of the technicalities of garment manufacture as well as a level of creativity beyond that expected at the level of their course. Media students are confident in evaluating and deploying the key concepts of media and display.

92. Many students progress to FE and HE. In 2003/04, 75% of students progressed from level 2 to level 3 and from diploma level to HE. Attendance during the inspection was similar to the national average of 78%, but punctuality was poor. In one key skills lesson, the teacher had to introduce a new project brief three times because students were late. In one life drawing lesson, there were no students present at the start of the lesson.

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

Qualification	Level	Completion year:	2002	2003	2004
First diploma in art and design*	2	No. of starts	30	23	48
		% retention	77	83	71
		% pass rate	78	95	74
National diploma foundation studies in art and design	3	No. of starts	77	72	81
		% retention	90	85	93
		% pass rate	88	95	95
National diploma in fashion	3	No. of starts	19	22	18
		% retention	74	82	100
		% pass rate	93	83	94
GCE A-level art studies	3	No. of starts	18	29	20
		% retention	89	93	95
		% pass rate	100	85	95
AS-level art studies	3	No. of starts	95	106	111
		% retention	96	83	88
		% pass rate	81	77	90
GCE A-level media studies	3	No. of starts	28	49	63
		% retention	100	94	90
		% pass rate	93	98	100
AS-level media studies	3	No. of starts	71	106	163
		% retention	93	87	85
		% pass rate	91	97	86

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

* GNVQ art and design in 2002, 2003

Quality of education and training

93. Teaching is very good. Lessons are well planned and develop and consolidate learning very well. Teaching is challenging and ensures that students have appropriate opportunities to meet assessment criteria and cover course requirements. Different learning needs and styles are identified and taken account of. Students develop a broad understanding of art practices through live research and their engagement in critical and informed debate. In the less effective theory lessons, teachers fail to encourage contributions effectively from students. Some teachers fail to address poor punctuality sufficiently rigorously.

94. Assessment policies are clear, comprehensive and implemented effectively. Each course has clear assessment plans that are shared with students at the start of the course. Feedback on vocational assessments analyses students' performance effectively and sets targets for improvement. Assignments are well planned, meet awarding body standards and stimulate a good response from students. Key skills are integrated well into vocational studies. Students identify key skills as an essential element of their programme. A stimulating series of enrichment activities is offered to students including the Venice Biennale and master classes from internationally renowned artists. There is good practice in contextual studies where in a weekly session called 'Culture Vulture' they are taken to galleries and exhibitions. Work placement and industrial links within art and design are good. There are particularly strong in fashion and are developing in other areas such as graphic design.

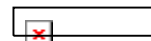
95. Support for students is very good. Effective strategies are in place to identify and provide for students' individual needs and enable them to work to their full potential. Careful recruitment procedures ensure that students are placed on the most appropriate courses. Additional learning support is good and is integrated well within lessons by support teachers who have art and design experience. Tutorial support is good. Students praise the support they receive from personal tutors on both academic and personal matters.

96. Teachers are well qualified and suitably experienced. Studio and workshop spaces are outstanding. The recently refurbished main art and design building is well appointed and includes a small gallery space set in a welcoming reception area. Studios and workshops are well equipped. There has been significant recent investment in a large amount of up-to-date equipment. Each course has a dedicated studio and each vocational student has a personal workspace. This creates a sense of ownership and encourages the development of a professional working environment. Theory classrooms are light, clean, well furnished and of an appropriate size. There is, however, some noise intrusion in classrooms in an open-plan area. Access for students with restricted mobility is good.

Leadership and management

97. Leadership and management are very good. Staff and students feel valued. Curriculum management roles are clearly defined and understood. Managers are self-critical and evaluative and constantly seek improvement. Quality assurance is effective and resulted in a self-assessment report which identified strengths and weaknesses correctly. Above average class sizes and careful deployment of staff make efficient use of resources. Staff development is well supported by staff and managers. Equality of opportunity is not explicitly addressed within the curriculum, however, assignments such as 'Black British Style' are undertaken by students.

Humanities and social sciences



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

Strengths

- wide range of provision

- high pass rates on most GCE A-level and GCSE courses

- high and improving success rates in AS-level psychology and sociology

- good achievement compared to prior attainment in GCE A-level geography and sociology

- very good teaching

- very good curriculum management.

Weaknesses

- low pass rate in GCSE law.

Scope of provision

98. The college offers a wide range of provision in humanities and social sciences at High Pavement and Clarendon. Full-time AS-level and GCE A-level courses for students aged 16 to 18 are offered at High Pavement. Students choose from a range of subjects including geography, general studies, history, law, sociology and psychology. Courses at Clarendon include full-time AS-level and GCE A-level courses, a full-time pathway to GCSE programme and a full-time GCSE programme. Full-time pre-access and access to HE courses are offered for adults. There is also a programme of part-time GCSE and GCE courses during the day and evenings. There are 1,390 full-time and 155 part-time students, most of whom are aged 16 to 18.

Achievement and standards

99. There are high pass rates on most AS-level, GCE A-level and GCSE courses. Pass rates are particularly high in AS-level sociology and law, and in GCE A-level psychology and history. Pass rates on GCSE history, psychology and sociology are significantly higher than the national average. There are high and improving success rates in AS-level psychology and sociology. Students

studying AS-level and GCE A-level geography and sociology achieve grades which are much higher than those predicted for them based on their GCSE results. The pass rate on GCSE law is low. Only 9% of the 56 students who started the course achieved the qualification in 2004. There is good progression into HE for students on GCE A-level and access to HE programmes. In 2004, 83% of successful GCE A-level students and 84% of access to HE students progressed to university in subjects such as psychology, law, social science and history.

100. Standards achieved in lessons, in students' files and in marked work are high. AS-level students are acquiring a sound knowledge base. GCE A-level students have a good depth of knowledge and understanding. They apply the complex techniques of research and analysis effectively. Students make good use of a wide variety of written and Internet resources in their assignments and demonstrate very good attainment in oral and written work. Attendance is satisfactory.

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

Qualification	Level	Completion year:	2002	2003	2004
GCSE law	2	No. of starts	*	26	56
		% retention	*	81	77
		% pass rate(A*-C)	*	10	9
GCSE psychology	2	No. of starts	115	152	90
		% retention	65	74	63
		% pass rate	32	36	70
AS-level law	3	No. of starts	140	149	154
		% retention	79	82	81
		% pass rate	67	63	82
AS-level psychology	3	No. of starts	355	319	323
		% retention	76	80	77
		% pass rate	61	74	79
AS-level sociology	3	No. of starts	170	169	91
		% retention	79	80	76
		% pass rate	73	74	91
GCE A-level geography	3	No. of starts	23	29	29
		% retention	96	86	100
		% pass rate	95	88	100
GCE A-level history	3	No. of starts	17	24	22
		% retention	94	88	91
		% pass rate	100	90	100
GCE A-level psychology	3	No. of starts	98	118	93
		% retention	91	92	94
		% pass rate	91	89	97

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

*did not run

Quality of education and training

101. Teaching and learning are very good. Teachers plan their lessons well and produce high-quality learning materials and handbooks. Schemes of work are comprehensive and cover syllabus requirements in a logical, well-structured way. In the best lessons, teachers make excellent use of question and answer activities to encourage active participation. In a very good GCE A-level history lesson, the teacher engaged students in a lively and interesting debate about the concept of 'turning point', focusing on the struggle for voting rights in Britain. The teacher helped students to develop their critical and analytical skills, making sure that the learning of the most able students was challenged particularly well. In one AS-level geography lesson, the teacher prepared a revision crossword which helped to reinforce key ideas related to the topic of urbanisation. In revision lessons, teachers make skilful use of past examination papers, reviews of students' performance in mock exams and assignments to help students with exam preparation. Teachers offer extra help to some students to help them understand complex and challenging ideas.

102. Assessment of students' written work is thorough. Teachers write detailed and constructive comments on assignments, which help students to improve. Homework is set regularly. Marked work is returned promptly. Assessment is used effectively to monitor students' progress. Students know how much progress they are making and they complete regular self-assessment forms which record their progress against their minimum acceptable grade.

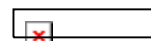
103. Students receive very good academic and personal support. Induction is comprehensive. Tutorials provide timely advice on university applications, careers, study skills and pastoral matters. Subject-specific support sessions are offered every week at High Pavement for students who need extra individual help.

104. Resources to support learning are good. Teachers are well qualified in their subject and most hold an appropriate teaching qualification or are working towards one. Around 46% of staff hold relevant higher degrees. Many are examiners in their subjects and use this experience to help students understand examination requirements. Accommodation and resources are good. There are dedicated subject base rooms at High Pavement which are particularly well equipped with Internet-linked computers, interactive whiteboards and modern furniture. Students have sufficient access to computers and the learning centres are well stocked with copies of key textbooks and learning materials.

Leadership and management

105. Leadership and management are very good. Managers set a clear direction for staff and communicate effectively with them. Regular meetings are held for subject leaders, managers and staff subject teams. Managers and teachers have a good understanding of retention and pass rate data. Courses performing poorly are identified by curriculum staff and effective strategies to raise retention and pass rates are developed and implemented. Classroom observations have been successful in raising the quality of teaching and learning. The internal lesson observation grades were similar to those awarded by inspectors. The school's commitment to equality of opportunity and diversity is outstanding. Managers analyse data on retention and pass rates according to students' gender and ethnicity and they consider strategies to improve the provision for minority groups through the course review process. The proportion of students from minority ethnic groups exceeds that in the community. Learning materials promote equality of opportunity, especially in social science subjects. Course reviews are completed every term and they contribute effectively to the curriculum area self-assessment report. All staff were consulted during the self-assessment process. The team correctly identified all of the key strengths found by inspectors, but had overstated some weaknesses.

English and modern foreign languages



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

Strengths

- high pass rates on GCE English courses and OCN modern foreign languages

- lively and enthusiastic teaching on most courses

- effective planning to meet the needs of students

- rigorous assessment and monitoring of students' progress

- good leadership and management.

Weaknesses

- low pass rates in GCE A-level modern foreign languages and AS-level French

- insufficient use of ILT in teaching and learning.

Scope of provision

106. A wide range of courses is offered in English, modern foreign languages, English as a foreign language and British sign language from entry level to level 3 and above. AS-level and GCE A-level courses are offered in English language, English literature, communication studies, French, German, Spanish and Italian. These are mainly for students aged 16 to 18 studying full time. GCSE courses are offered in English language, French, Spanish and Italian. English as a foreign language is offered for full-time students and is followed mainly by students from non-European Union countries such as China, Japan and Korea. There are currently 868 students on English programmes and 80 full-time English as a foreign language students. Around 78% of these students are aged 16 to 18.

107. British sign language is offered as a part-time course at levels 1 and 2. There are currently 326 enrolments on these courses. An extensive range of languages is offered and accredited through the OCN. These include French, German, Spanish, Italian, Russian, Polish, Arabic, Japanese, Portuguese and Chinese. There are currently 862 enrolments on OCN courses.

Achievement and standards

108. Pass rates on AS-level and GCE A-level English courses are high. GCSE English language

pass rates improved significantly in 2004 to well above the national average. However, on GCE A-level modern foreign language and AS-level French, pass rates were well below the national average. Pass rates have been consistently high on OCN modern foreign language courses at levels 1 and 2. The pass rate on British sign language level 1 rose to well above the national average in 2004. Retention rates are high on most courses.

109. Written and oral work in lessons and written work in students' files and coursework are generally of a high standard. English language students have a good understanding of grammatical and linguistic structures and can use this knowledge to critically evaluate texts. English literature students can apply the rules of literary criticism and, in one lesson, analysed *King Lear* critically and perceptively. Modern foreign language and English as a foreign language students can communicate their ideas and opinions at an appropriate level for their course and can understand the target language at a normal rate of speech. More experienced students have a good knowledge and understanding of how language works and can apply rules of grammar to create new language. In a German lesson, students effectively simulated a hotel reception situation using language creatively to introduce unpredictable elements and humour.

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

Qualification	Level	Completion year:	2002	2003	2004
British sign language	1	No. of starts	183	146	129
		% retention	70	83	81
		% pass rate	64	63	75
OCN modern foreign languages	1	No. of starts	328	323	463
		% retention	59	54	63
		% pass rate	83	77	85
GCSE English language	2	No. of starts	238	405	227
		% retention	73	74	78
		% pass rate	51	33	69
AS-level French	3	No. of starts	37	44	19
		% retention	76	77	79
		% pass rate	57	58	60
AS-level English literature	3	No. of starts	130	131	143
		% retention	75	85	80
		% pass rate	83	91	93
GCE A-level English language	3	No. of starts	74	61	79
		% retention	95	97	92
		% pass rate	93	100	100
GCE A-level English literature (A and B)	3	No. of starts	80	62	66
		% retention	94	92	94
		% pass rate	100	84	100

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

Quality of education and training

110. There is much lively and enthusiastic teaching. Lessons are carefully planned to meet the

needs of individual students. Students are challenged linguistically and intellectually through detailed question and answer, and through tasks which motivate and enhance learning. They engage in lively discussion, present their views effectively and write clearly and imaginatively. Students learn appropriate analytical skills using texts selected from different cultures and countries. In a GCSE English lesson, students used their knowledge of the structure of poetry to reconstruct a poem in a new and interesting way, using the individual stanzas of the original. In an English as a foreign language lesson, students enjoyed asking and answering questions about people they admire. In modern foreign languages, teachers use language games and quizzes to enliven and enrich the learning environment. They make effective use of the target language. This improves students' comprehension of authentic language significantly and helps them develop good accents and pronunciation. Teachers enthusiastically demonstrate signs appropriate to a wide range of familiar contexts in British sign language lessons. In a small number of lessons, students are not given sufficient opportunity to develop the skills of independent learning. These lessons are too teacher dominated and tasks do not help students develop the skills of analysis and evaluation.

111. Assessment is rigorous. Students' progress is monitored effectively and feedback on written work and class work is positive and constructive. Rigorous moderation ensures that all students are being assessed against the same standards across all college sites. Initial assessment of English as a foreign language students is effective in identifying students' learning needs. GCE A-level students have clear learning plans which contain personal and academic learning goals. Progress towards their target grades is monitored regularly through class work, tests and homework. Part-time modern foreign language students have a clear understanding of their learning goals and assessment procedures.

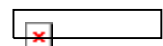
112. Support for students is good. Teachers are very approachable and arrange extra workshops at students' request. In English, good use is made of information on students' learning styles to inform planning and to ensure that tasks cater for all learning needs. English as a foreign language students receive very good support from the International Office. Tutors keep in touch with part-time students through e-mail and telephone contact. Personal tutors provide effective individual support to all full-time students.

113. Teachers are well qualified and experienced. Resources for the teaching of English, English as a foreign language and modern foreign languages are good. Learning is supported by a wide range of books, texts and high-quality handouts. CD-ROMs and videos are available in the learning resource centre and are well used. Master classes and visits enhance learning on GCE A-level English courses. Accommodation is adequate and teaching rooms display material which is both educational and decorative. ILT is used effectively in communications and English as a foreign language, but is underdeveloped in English and modern foreign languages, reducing opportunities for students to acquire good research skills involving the selection and evaluation of material.

Leadership and management

114. Leadership and management are good. Communication between staff is effective. Management is collaborative and consultative. Curriculum development is discussed and addressed through a programme of regular meetings and workshops. Part-time modern foreign language tutors participate well in staff development activities and in curriculum development. There is a clear focus on raising the standards of teaching and learning. Quality assurance through lesson observation, internal verification, analysis of results and student feedback is good. Self-assessment at course level is robust and identifies significant strengths and weaknesses. Strategies put into place to address weaknesses are monitored by senior managers. Course reviews are detailed and accurate. They focus on improvement and contribute to self-assessment.

Literacy and numeracy



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

Strengths

- good range of programmes which helps to widen participation

- good achievement of personal learning goals

- good information and guidance

- very good leadership and management.

Weaknesses

- unsatisfactory short-term target setting and recording of progress

- poor accommodation for many lessons.

Scope of provision

115. Literacy and numeracy provision is offered as discrete part-time programmes for adults, for adult work-based learners, as key skills courses for 16 to 18 year olds and apprentices, and through additional learning support. Programmes are run on college sites, in the community and on employers' premises. Accredited and college certificated programmes are offered from entry level 1 to level 2. The number of externally accredited courses increased significantly in 2003/04. Vocational and academic courses at entry level and level 1 are offered in history, geography, driving theory, painting and decorating, sign making and catering. Links with the city and county funded family learning programme run by the college create progression courses from family learning. An effective partnership with the probation service has developed courses combining literacy and numeracy with vocational skills in garden management, cycle maintenance, woodwork, care, and painting and decorating. This has significantly increased the motivation of students on community punishment orders. The college runs courses in partnership with 17 employers and 4 departments of the city council. The good range of programmes helps to widen participation. All areas of work exceeded their enrolment targets in 2003/04. Additional learning support is readily available to students on vocational courses. Enrichment activities are organised frequently and are often subsidised in order to ensure access for all students. There are currently 535 adults enrolled on discrete programmes. Some 1,866 students, most of whom are aged 16 to 18, receive additional support.

Achievement and standards

116. Achievement of students' personal learning goals is good. Students working at entry level 3 and level 1 make good progress. They develop sufficient skills and confidence to help them cope with

form filling, engage in discussion, use computers or to take an external numeracy qualification. Pass rates on most courses leading to external accreditation are very high. On vocational courses, students receiving additional support improve their pass rates. However, longer term students in literacy and numeracy often make slow progress in lessons. Retention rates are satisfactory. Attendance is generally satisfactory, but was low during inspection week.

Quality of education and training

117. Teaching is good in most lessons. In the best lessons, teachers plan for a variety of activities involving group and individual work at different levels. Teaching materials in these lessons are well conceived and designed. They use appropriate font and up-to-date images, and are in the context of students' needs and interests. Students are lively, interested and keen to learn. They ask questions freely and offer help to each other. There is often much laughter. In less effective lessons, teachers provide more information than the students can retain. The learning of a few students is not stretched sufficiently by the work prepared for them.

118. The setting of short-term targets and recording of progress are unsatisfactory. Targets in many students' individual learning plans use the language of the core curriculum which is difficult for students to understand. Where more everyday language is used, targets are frequently too broad to be achievable or measurable within the timescale set. Targets for specific lessons are sometimes expressed in terms of the activities to be undertaken rather than the skills to be acquired. Weekly recording by tutors often focuses on the student's participation and seldom gives any indication of what they can do to improve their performance. Students' own comments do not identify what they are able to do as a result of the lesson. The college is aware of this weakness and runs annual training sessions, supplemented by advice on target setting in the tutors' information pack.

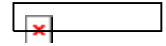
119. Students receive good advice, guidance and support. The college uses local networks extensively to recruit new students. It is host to and works very effectively in partnership with Basic Educational Guidance in Nottingham (BEGIN), a specialist basic skills advice and guidance service covering the whole of Nottinghamshire. Potential students move quickly from first contact with BEGIN to an initial college interview, diagnostic assessment and induction. A special tutorial at the start of the academic year focuses on progressing long-term students to vocational or academic pathways. Students are sometimes accompanied to different centres to help them feel more confident about changing courses. Excellent support for students who are dyslexic is provided by specialist teachers and signers work effectively in lessons with students who have a hearing impairment.

120. Teachers are well qualified. All have teaching qualifications and at least an initial qualification in teaching literacy or numeracy. Many have level 4 specialist qualifications. Accommodation for many lessons in two main centres is poor. Large rooms are divided into separate teaching spaces by head-height screens. This creates considerable noise interference in many lessons. One computer space is too cramped to allow interaction between students. Other rooms are too small to accommodate the number of students in the lesson or to allow for pair and small group work. One centre has a good range of practical numeracy equipment for weights and measures. Students can access computers in most classrooms, but in two adult centres, they are out of date and unreliable.

Leadership and management

121. Leadership and management of discrete programmes are very good. Staff are supported well by managers who also take vigorous action to address weaknesses in performance. Communications are good. Managers have redesigned the curriculum to offer more stimulating courses, more accredited programmes and improved progression routes for students at entry level. Managers use the college standards fund well to support curriculum development. Quality assurance is satisfactory. Staff complete course reviews which feed into the overall self-assessment report. The report is broadly accurate, but shows over-generous teaching grades in key skills, additional support and workplace basic skills.

Provision for students with learning difficulties and/or disabilities



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

Strengths

- wide range of programmes in the college and in the community

- good development of individual students' skills

- good teaching and learning

- effective additional learning support

- good leadership and management.

Weaknesses

- insufficient identification of the long-term goals of some students

- inconsistent use of individual learning plans.

Scope of provision

122. The college offers a wide range of programmes in the college and the community. Some 146 students aged 16 to 18 and 27 adults follow full-time pre-entry and entry level programmes at one of four college sites. Pre-entry level students work towards the Award Scheme Development and Accreditation Network (ASDAN) certificate in life skills and literacy and numeracy qualifications. Entry level students follow externally accredited courses in literacy, numeracy, vocational specialisms and independence. Progression routes are clear for full-time students. There are 457 adults on part-time courses based either at 1 of 5 college sites or in 1 of 17 community venues. These include seven venues for people with mental health issues. Extensive partnerships have aided the successful development of programmes to meet community needs. Partnerships with agencies such as Mencap, Social Services and the National Health Service (NHS) enable provision to be delivered in locally accessible community and private venues. Part-time courses vary from 10 weeks to 33 weeks duration; students work towards college certificates in subjects including sculpture, art, cookery, and money management. There are link courses with nine special schools;

114 students from seven schools are currently enrolled on these programmes. There is additional provision at level 1 in hospitality and leisure, hairdressing, beauty therapy, floristry and early years.

Achievement and standards

123. Students develop good individual skills and make good progress relative to their prior attainment and potential. Learning targets set out in individual learning plans are achieved well. Students' behaviour, teamwork, self-confidence and independent learning are very good. The development of students' personal and learning skills is good. Students in a baking lesson demonstrated good skills in weighing ingredients, making dough and rolling pastry. Most students who have previously been out of learning stay on their course and make good progress. Standards of work are high on accredited programmes. Portfolios are well organised and show good development of knowledge and understanding. In a citizenship lesson, students had a good understanding of the community and the essential services needed in neighbourhoods. There is good development of ICT skills with students able to manipulate text, and embolden and change font size confidently. Pass rates on external qualifications were high in 2004. Attendance is very good.

Quality of education and training

124. Teaching and learning are good. Lessons are well planned and mapped to the core curriculum at pre-entry and entry level. Additional learning support tutors make an unobtrusive, but significant contribution to student management and learning. Teachers use an appropriate variety of teaching strategies, including role play, simulations and games to engage and motivate students and to develop their knowledge and skills. In a programme preparing adults for work, learning was fun with good use of recorded questions to encourage students to respond to requests for their name and address. Students' responses were taped and they spoke clearly and confidently, demonstrating very good behaviour and participation. In some lessons, teachers do not plan sufficiently to meet the needs of individual students; some are insufficiently challenged and become bored.

125. The college provides good information for students, their carers, parents, and schools. Initial assessment of full-time students is satisfactory. Identification of individual support needs is good with clear profiles written by course tutors which are shared with teachers. Pastoral support is good and there is effective management of student attendance. There is insufficient identification of the long-term goals of some students. While students make progress within lessons, it is unclear why they are undertaking some modules or how this will help them in their future lives. Not all teachers use individual learning plans effectively to set clear targets and measure progress. Course tutors do not all use the plans properly to monitor students' progress in all lessons or determine how well they are doing overall.

126. Teachers are well qualified; some have specialist qualifications in working with students with learning difficulties and/or disabilities. Some additional learning support staff have specialist skills including signing and dyslexia support. They sensitively prompt and aid students, reinforcing the teachers' instructions when needed and help students with low attention spans to stay focused on tasks. Accommodation is mostly good with well-furnished rooms and high-quality furniture. Rooms are clean and welcoming. Open-plan accommodation at the Berridge site is less satisfactory, but teachers manage the space well. Vocational accommodation and resources are good. There are some good external facilities used to enhance learning including the city farm for rural and animal studies and local leisure centres for sports. Displays celebrating diversity and students' achievements are very good. Some accommodation in community venues is not of the same high standard as in the college. Learning resources are satisfactory and linked to the core curriculum. ICT is used well to support learning in some lessons where it is available.

Leadership and management

127. Leadership and management are good. Managers are well informed and set a clear direction for the development of high-quality provision. There are clearly defined roles and management structures. The responsibilities of programme managers, team leaders and teachers are clear and commonly understood. Communication between managers, teachers and support staff through

formal and informal meetings is good. Promotion of equality of opportunity is good in lessons and in visual displays. Teachers treat students with respect and encourage them to treat each other similarly. Curriculum development has been effective in improving the range of programmes offered. There are systematic checks on the quality of individual learning plans and reviews of learning, although there are no systematic records of action taken following checks. Course reviews are good with clear action plans. There is good provision of staff development. Most teachers have received core curriculum and pre-entry curriculum training. Internal verification for accredited and non-accredited programmes is satisfactory. The self-assessment report is self-critical and identifies the weaknesses found at inspection, and a number of actions have been taken to lead to their improvement. Students' views are collected and analysed, and the views of parents and partners are sought.

Part D: College data

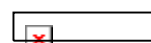
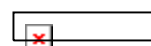


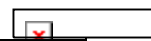
Table 1: Enrolments by level of study and age



Level	16-18 %	19+ %
1	32	53
2	33	21
3	26	15
4/5	0	2
Other	9	9
Total	100	100

Source: provided by the college in December 2004

Table 2: Enrolments by curriculum area and age



Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	3,104	3,291	8
Land-based provision	69	300	0
Construction	790	3,120	5
Engineering, technology and manufacture	166	821	1
Business administration, management and professional	1,966	8,276	12
Information and communication	3,022	10,638	16

technology			
Retailing, customer service and transportation	51	390	1
Hospitality, sports, leisure and travel	1,692	2,972	6
Hairdressing and beauty therapy	1,537	1,642	4
Health, social care and public services	2,108	6,034	10
Visual and performing arts and media	2,970	4,976	9
Humanities	2,046	3,371	6
English, languages and communication	4,679	2,205	8
Foundation programmes	2,021	8,704	13
Other/unknown	480	218	1
Total	26,701	56,958	100

Source: provided by the college in 2004

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2001	2002	2003	2001	2002	2003
		1	Starters excluding transfers	1,432	1,251	2,261	5,163
	Retention rate %	73	74	77	73	72	73
	National average %	75	76	74	73	74	73
	Pass rate %	60	56	59	59	61	68
	National average %	62	67	72	65	70	74
2	Starters excluding transfers	4,056	3,645	3,439	6,020	4,774	3,748
	Retention rate %	71	76	74	64	74	74
	National average %	70	70	70	71	72	71
	Pass rate %	64	65	73	55	56	66
	National average %	67	68	72	65	68	73
3	Starters excluding transfers	4,897	4,594	4,621	4,477	3,940	3,464
	Retention rate %	68	82	82	68	72	76
	National average %	65	72	72	68	70	70

	Pass rate %	65	71	73	53	54	61
	National average %	67	71	75	67	69	73
4/5	Starters excluding transfers	*	*	*	535	290	373
	Retention rate %	*	*	*	72	60	60
	National average %	**	**	**	68	73	76
	Pass rate %	*	*	*	57	35	50
	National average %	**	**	**	53	53	58

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

Sources of information:

1. National averages: Benchmarking Data 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.

*fewer than 15 students enrolled

**data unavailable

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)	65	31	4	91
Level 2 (intermediate)	69	28	3	72
Level 1 (foundation)	68	29	3	28
Other sessions	60	32	8	38
Totals	67	29	4	229