



ADULT LEARNING
INSPECTORATE



The Lancaster and Morecambe College

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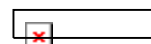
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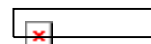
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Basic information about the college

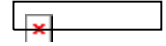


Name of college:	The Lancaster and Morecambe College
Type of college:	General Further Education College
Principal:	David Wood
Address of college:	Morecambe Road Lancaster LA1 2TY
Telephone number:	01524 66215
Fax number:	01524 843078
Chair of governors:	Professor Frank Woodhams
Unique reference number:	130737
Name of reporting inspector:	Michael White
Dates of inspection:	24-28 January 2005

Part A: Summary



Information about the college

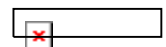


Lancaster and Morecambe College is a medium-sized college of general further education (FE). It serves the communities of North Lancashire, South Cumbria and the western edge of North Yorkshire, and in particular the city of Lancaster and the seaside resort of Morecambe. The college is situated on one site on the border of Lancaster and Morecambe. It is organised into six faculties and offers courses in all the areas of learning funded by the Learning and Skills Council (LSC). The college was one of the pathfinder centres of vocational excellence (CoVEs) for the area of hospitality and catering and, in 2004, was awarded full CoVE status. The college's mission is to provide high-quality, diverse and relevant education and training to the 16 to 19 age group and the adult population in its community.

There are six 11 to 18 schools within three miles of the main college campus, the majority of which also offer vocational qualifications. The rate of participation in Lancaster and Morecambe of students aged over 16 is 74%, which is above the Lancashire average of 68%. The overall pattern of progression to school sixth forms is 41% and, to FE, 29%. Work-based learning provision represents 9% of school leavers compared with 12% in Lancashire. There is a local education authority (LEA) funded adult college in Lancaster. The area the college serves is largely dependent upon service industries with the top five employers in the Lancaster district all in the public sector. Lancaster and Morecambe are contrasting communities, with nine wards located in and around Morecambe ranking within the top 10% of nationally deprived wards.

In 2003/04, the college had 7,088 students, of whom 79% were aged 19 or over. Some 23% of all students studied full time and 77% studied part time in the day or evening. Approximately 32% of college enrolments were at level 1, 26% at level 2 and 14% at level 3. There are few enrolments on higher level courses. The largest number of enrolments was in information and communications technology (ICT), followed by hospitality, leisure, sports and travel and foundation programmes. Approximately 60% of students were female and 40% male. The proportion of students from minority ethnic backgrounds is very small, reflecting the local population.

How effective is the college?



The inspection graded the quality of provision in nine curriculum areas. Inspectors judged teaching and students' achievements to be good in five, satisfactory in three and unsatisfactory in one. Work-based learning was good in one area inspected, but unsatisfactory in the other area inspected. The college's main strengths and the areas that should be improved are listed below.

Key strengths

- high or rising pass rates on many courses

- good development of vocational and practical skills

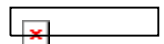
- very good specialist accommodation and resources in most areas
- good support for students
- effective literacy and numeracy support
- good communication within the college
- high commitment to improvement.

What should be improved?

- Governors' oversight of quality and standards
- proportion of good or better teaching
- retention rates on some courses
- management of work-based learning
- framework achievements in work-based learning.

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
Construction	Satisfactory. The contributory grade for work-based learning is unsatisfactory . Pass rates on most courses are high and are mainly at, or above, national averages. Retention rates have been very low on some courses, but are rising. Teaching is satisfactory, and there are good links with employers and local schools. Management of the work-based provision has been poor with very poor framework achievement, but current work-based learners are making good progress.
Information and communications technology	Unsatisfactory. Pass rates on full-time courses are satisfactory or high, but retention rates are often low. Retention and pass rates on part-time courses are often below national averages. There is too little very good or better teaching. Curriculum management is unsatisfactory.
Hospitality, sports, leisure and travel	Good. There are high pass rates on most programmes, but poor achievement on work-based learning in hospitality. Retention rates are low on some courses. Good teaching motivates and extends students' learning and encourages the development of personal and vocational skills. The curriculum area is well managed with very good resources and extensive partnerships.
Hairdressing and beauty therapy	Good. The contributory grade for work-based learning is good . There are high pass and retention rates on most hairdressing and beauty therapy courses. Retention and framework achievement on apprenticeship programmes is good. Students' practical skills are well developed. The organisation of some courses and management of salon space are unsatisfactory.
Health, social care and childcare	Satisfactory. Retention and pass rates are satisfactory, but attendance in some lessons is low. Teaching is satisfactory or better and students make good progress towards their goals. There is good individual guidance and support. Managers have put in place actions for improvement although the impact of these measures has yet to be felt fully.
Visual and performing arts and media	Good. Pass rates are high on most courses and many students progress to other courses within the college and to higher education (HE). Resources are excellent and the area of learning is managed well. Retention rates have been low on some courses, but strategies are in place to address this. Key skills pass rates are very low.
Humanities	Good. There are high pass rates on many courses. Resources and accommodation are very good. Teaching is purposeful and stimulating. On some courses, assessment procedures are ineffective and feedback is inadequate. There are declining retention rates on several courses.
Provision for students with learning difficulties	Satisfactory. Students work well together and gain good practical skills. The learning environment is good and there is effective specialist support for diverse needs. Individual learning plans are not used effectively to plan lessons and teaching does not meet the needs of all students. Learning support assistants are not always deployed effectively in lessons.

Literacy and numeracy	Good. Teaching is lively and maintains students' interest. Initial assessment is thorough and is used effectively to plan learning. There is insufficient development of information technology (IT) skills within discrete literacy and numeracy lessons. The provision of learning support is very effective, but individual learning plans pay too little attention to personal development. Management of the skills for life strategy is good and there are well-developed links with the local community.
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How well is the college led and managed?

Leadership and management are satisfactory. Since the previous inspection, the college has experienced a period of serious financial difficulty. Good progress has now been made with a radical recovery plan to secure the college's future. Much of the overall breadth of course provision has been retained, but substantial improvements have been made in efficiency. Retention and pass rates have been rising and are now around national averages. The self-assessment report is frank and largely accurate. The college is not sufficiently well informed about the quality of teaching and learning through lesson observations. It has, however, successfully improved aspects of teaching with good support from advanced practitioners. Curriculum management in the college is mostly satisfactory. Communication is good and has been improving markedly. Governors have not adequately monitored educational standards in the college. The college has not given satisfactory value for money, but this situation is improving.

To what extent is the college educationally and socially inclusive?

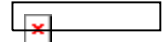
The college's response to educational and social inclusion is satisfactory. The range of courses and progression routes provided in most curriculum areas is satisfactory. The college is responsive to the needs of local employers and productive partnerships have been established in the community. Links with the probation service lead to literacy and numeracy targets being included in court orders. Satisfactory provision is made for students with learning difficulties and/or disabilities. There are very good links with specialist schools. Implementation of the Race Relations (amendment) Act 2000 is limited. Little practical action has been taken in promoting race equality through the curriculum. The college has made good progress in its response to the Special Educational Needs and Disability Act 2001 (SENDA). Training for the college's staff and governors has taken place. The necessary alterations to buildings are planned to be completed this year. A good range of assistive technology is available.

How well are students and trainees guided and supported?

Arrangements for support and guidance are good. Qualified staff provide good, well-managed, advice and guidance. Procedures for support are clearly documented and understood. Interviews are effective in placing students on appropriate courses. Induction arrangements are well organised. Initial assessment is provided, but has been delayed for some students. Additional learning support

withdraw from it. A wide range of specialist help is available. Tutorial support is generally good, but not implemented consistently for part-time students. The counselling service is well used. Most students who receive counselling complete their courses. Effective processes are in place for monitoring punctuality and attendance, although attendance on a few courses is low. Good support is provided for students in danger of dropping out. The college has a designated member of staff responsible for child protection issues and its response to guidelines is 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

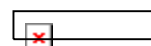
- friendly, supportive, knowledgeable and helpful staff who treat students with respect
- secure, safe and relaxed environment
- good support services giving good advice and guidance
- excellent facilities and accommodation with realistic work environments
- good teaching and skills development
- good canteen facilities offering good food
- flexible courses meeting the needs of students.

What they feel could be improved

- more staff in some areas to deal with overcrowding and sickness cover
- social areas

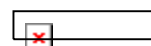
- o better design and planning of assignments
- o some practical rooms too small
- o more space in the canteen at times.

Other information

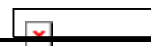


The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The college's action plan must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

Part B: The college as a whole



Summary of grades awarded to teaching and learning by inspectors

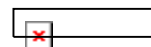


Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	65	30	5
19+ and WBL*	63	31	6
Learning 16-18	63	32	5
19+ and WBL*	69	28	3

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. Success rates rose slightly between 2002 and 2004. In 2004, students were more likely to complete their courses and achieve their qualifications. However, some retention and pass rates are low and remain below the national averages. There have been rises in the pass rates of key skills between 2002 and 2004 at all levels and, in 2004, these were generally well above national averages. Pass rates in key skills are lower in some curriculum areas, for example, in visual and performing arts, but good in others such as hairdressing. Pass rates in general certificate of secondary education (GCSE) mathematics, including at higher grades, are at the national average. In English, pass rates at grades A* to C are well above the national average. Average attendance in lessons during inspection was 78% which is close to the sector average. There is good progression to FE, HE or employment.

2. Standards of work overall are satisfactory and in some areas, such as visual and performing arts and health and social care, they are high. In hospitality and catering, students develop good professional skills, sometimes at a level above that generally associated with the level of the course they are taking. Students with learning difficulties and/or disabilities achieve very well in practical lessons such as cookery, gardening and woodwork. Students with physical and/or sensory disabilities achieve highly on an individually planned preparation for work course.

3. The completion of apprenticeship frameworks is generally low. In hairdressing, however, there are high retention and achievement rates on apprenticeship programmes and there are signs of some improvement in other vocational areas. In construction, for example, the current cohort of work-based learners is making good progress towards completion of key skills.

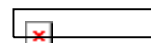
16 to 18 year olds

4. Achievements of students aged 16 to 18 are satisfactory overall. Retention rates increased at all levels between 2002/03 and 2003/04. At levels 1 and 2, they are close to the national average, but they are low on level 3 courses. In the three years 2002 to 2004, retention rates at level 3 were well below the national average. This is largely due to low retention rates on two-year programmes. In 2002/03, retention rates on national vocational qualification (NVQ) courses were high, but they were low on general national vocational qualification (GNVQ) courses. Pass rates rose at all levels between 2002 and 2004 and they are generally satisfactory or better. Pass rates at level 2 are well above average. In 2003, pass rates were high on GNVQ intermediate courses.

Adult learners

5. Achievements of adult students are satisfactory overall at levels 2 and 3, but unsatisfactory at level 1 and on short courses. In 2003/04, both retention and pass rates rose for adult students on level 2 long courses and success rates on these courses were well above average. Retention rates on level 3 courses are close to the national average and pass rates rose to above average in 2004. However, in the two most recent years, retention and pass rates on level 1 courses and short courses are significantly below national averages. Nearly half of those who enrolled on level 1 long courses failed to complete their courses. The college is aware of the courses which are contributing to these unsatisfactory rates and they are taking action to improve them.

Quality of education and training



6. Teaching, learning and attainment were graded by inspectors in 166 lessons. Teaching was good or better in 64% of these, satisfactory in 31% and less than satisfactory in 5%. The proportion of teaching that was good or better is slightly higher than the average for colleges of the same type. Teaching was very good or excellent in 27% of the lessons observed. The proportion of good or better teaching in visual and performing arts and media and literacy and numeracy was much higher than the national averages for those curriculum areas. In most other areas, the proportion of good or better teaching is broadly in line with the national average for the area. In ICT and health and social care, the proportion of good or better teaching was below the national averages. ICT and provision for students with learning difficulties and/or disabilities had the highest rates of unsatisfactory teaching. Overall, the proportion of good or better learning was slightly higher than national averages and the proportion of unsatisfactory learning slightly lower. In ICT, the proportion of unsatisfactory learning was significantly higher than the national average.

7. There is little difference in the quality of teaching for adults and students aged 16 to 18. The largest proportion of good or better teaching was at level 1 at 80% compared to 60% for level 2 and 58% for level 3. Level 1 teaching also had the highest level of unsatisfactory teaching at 12% followed by level 3 at 7% and level 2 at 2%.

8. The more effective lessons are planned thoroughly with clear objectives that are shared with students at the start of the lesson. Teaching in visual and performing arts and media, hospitality, leisure, sports and travel, humanities, and literacy and numeracy is enthusiastic and stimulating. In these curriculum areas, teachers devise a range of lively and varied teaching activities which gain students' interest. In many sessions in humanities, group work is used effectively to stimulate discussions and involve students in debate. There is good use of questioning to encourage analytical thinking and good use of examples to illustrate issues and concepts. In practical lessons, teachers set high professional standards for students and there is good development of practical skills. Most of the adult provision in ICT is taught in well-run IT workshops where good learning materials are used effectively to enable students to work at their own pace. In hospitality, leisure, sport and travel, there is effective use of information and learning technology (ILT) resources planned into lessons and some examples of good use of ILT in humanities. However, in construction, health and care, literacy and numeracy, and ICT lessons there is too little use of ILT.

9. In the less effective lessons, there is insufficient planning to address individual students' learning needs and too little use of alternative methods to stimulate students and extend their knowledge and understanding. In construction, too many theory lessons have teacher-led presentations as the main teaching activity with very little direct involvement of students in learning. In construction and hairdressing, classroom and salon space are poorly managed. In a minority of lessons, the late arrival of some students interrupts the learning of others.

10. Since the last inspection in 1999, accommodation and facilities for students have improved. The accommodation strategy incorporates plans to rationalize the estate and to improve the utilization of space significantly.

11. Accommodation is good overall and many specialist resources and facilities are of a high standard. Realistic working environments are modern, well equipped and mirror industry. Resources in art and design, and for the CoVE in hospitality and catering, are excellent. Some classrooms are in need of modernisation, but plans are well developed for significant improvement. College buildings and grounds are clean and well maintained. There is unsatisfactory management of some teaching accommodation in hair and beauty and construction.

12. Access for people with restricted mobility is satisfactory. A substantial improvement programme is planned to enable conformity to requirements under the SENDA. In summer 2004, the college had a major investment in IT equipment. The equipment is good and the ratio of computers to students is 5.7:1. Accommodation in the library and learning resource centre is small given the numbers of students. Library book stock is limited, but up to date.

13. Good progress has been made in ensuring that teachers are appropriately qualified. Around 85%

of full-time teachers and 58% of part-time teachers now have a teaching qualification. The provision in IT, construction and hair and beauty has been affected by shortage of teachers.

14. Teachers have good access to continuing professional development. Support for newly appointed and part-time teachers is satisfactory. New teachers receive an induction, are allocated a mentor and are observed teaching within six weeks of appointment. The system of staff development and annual review helps to identify staff development needs.

15. Initial assessment is used effectively to identify students' abilities and learning needs and develop individual learning plans on most programmes. The outcome of initial assessment of students with learning difficulties and/or disabilities and hairdressing and beauty therapy and humanities students is recorded on individual learning plans, but is used ineffectively in planning some teaching and learning.

16. The college has an effective approach to applying value added measures to students on vocational courses. Many courses set minimum target grades for students based on their prior attainments. Other targets relating to attendance, participation and effort are used well on many courses.

17. The assessment and monitoring of students' progress are satisfactory. Assignment briefs and marking criteria are clear. Most students are given an assignment schedule for their course, but in a few curriculum areas the timing of assessments is poorly planned. Marked work is returned promptly. Feedback on practical assessments and written work identifies both good work and areas for improvement. The college uses detailed mid-year progress reports to keep parents informed of their son's or daughter's progress.

18. The college has a well-planned internal verification strategy and sampling procedure. However, information in students' course handbooks on assessment practice is of variable quality.

19. The range of provision to meet the needs of students and provide progression is satisfactory. Detailed analysis of recruitment statistics and labour market intelligence has been used to inform curriculum planning. Provision of work-based learning is good in construction, but in several other curriculum areas the range of work-based provision is inadequate. A small number of access courses are offered providing potential entry on to a range of specific higher courses.

20. The college is involved in a wide range of collaborative, innovative and socially inclusive programmes including, for example, work with the probation service. The college has a number of community outreach workers who liaise with other agencies to support students with learning difficulties and/or disabilities, mental health issues and basic skills needs.

21. The college has some good links with local schools, including specialist schools. Approximately 110 year 10 and year 11 pupils attend the college annually to take NVQ units or attend short taster courses as part of an Increased Flexibility (IF) programme. Each year, 100 students from the special schools undertake vocational training in catering, construction and horticulture. Helpful strategies are in place to support students in remote rural areas to access the college. The college has good links with a wide range of local and national employers.

22. Most students have access to a wide range of enrichment activities. The programme is managed carefully and students value this opportunity to broaden their experience and enhance their personal development.

23. The co-ordination of key skills is good. Basic and key skills advanced practitioners meet monthly to develop and co-ordinate key skills provision. Both tutors and managers have received training in key skills. Retention rates and achievement of key skills in most work-based learning are high, but some employers have a poor understanding of key skills.

24. Support, advice and guidance for students are good. Admissions procedures are thorough and the number of students withdrawing from courses in the first three months of the academic year has

declined steadily. Good links exist with Connexions and universities to provide HE and careers guidance.

25. Full-time students have well-organised inductions, but some students still find the start to their course confusing. Students are well informed about the college's policies and procedures. Good arrangements are made for those who join courses late. There are effective procedures to make sure students are on appropriate courses.

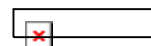
26. Tutorial support for full-time students is well structured and generally effective. Tutorial policies and procedures are clear, but lack guidance on implementing the entitlement for part-time students. Targets set for students are reviewed each term, but some are imprecise.

27. Additional learning support is satisfactory for full-time and most part-time students. Pass and retention rates for those receiving support are high. Tutors are kept informed of the progress of students undertaking additional learning support. In-class support is provided by vocational teachers. Some work-based learners have not received the learning support requested. Learning support for students with learning difficulties and/or disabilities is organised poorly in some lessons. A good range of specialist support equipment is available and the college uses specialist support agencies where appropriate. The counselling service is well used across all age groups and most of the students who receive counselling complete their courses.

28. Clear procedures are in place for managing low attendance and lack of punctuality. On a few courses attendance is low, but overall retention rates for students aged 16 to 18 have risen.

29. The college has made good progress in informing college staff and governors on child protection requirements. A senior member of the college's staff has been designated as the person responsible and has received appropriate training. Information sheets are provided on how to deal with child protection issues. Official checks are carried out on teachers and others as necessary and on students who may have contact with children.

Leadership and management



30. Since the previous inspection, the college has experienced a period of serious financial difficulty. In August 2003, a new principal was appointed and a radical recovery plan was drawn up to secure the college's future. External consultants worked with college staff and local stakeholders to undertake a thorough analysis of the curriculum needed to meet the needs of local individuals and employers.

31. A new curriculum plan proposes substantial improvements in efficiency. The planned withdrawal from accommodation in Poulton Road, Morecambe has been completed and action taken to improve the quality of management information within the college. A new finance director and management information system manager have been appointed and new budgeting, financial control and monitoring systems introduced. Good progress has been made in implementing the recovery plan. Enrolment targets have been reduced and indications are that many of these revised targets will be met in the current year. In 2003/04, the college slightly exceeded its target to raise students' success rates by 5% to around the national averages. Whilst the college has not provided satisfactory value for money in recent years, this is now improving.

32. The college has concentrated on improving the accuracy of its self-assessment report. Curriculum grades in the report now match those awarded in the inspection. The report covers all aspects of the college's work and is a frank and evaluative document. Very good use is now made of data on students' retention and pass rates to arrive at judgements. The self-assessment process involves staff at all levels, but has not included governors or external representatives. The intranet is

used increasingly as part of the quality assurance system to make standard documents and examples of good practice available to all teachers. However, there are few clear standards established for key aspects of the college's work. For example, the quality teaching policy does not refer to the quality of feedback which students should receive on written work.

33. The college is not well informed about the quality of its teaching and learning. This limits its ability to identify and share good practice. A programme of internal inspections is carried out for all curriculum areas on a two-year cycle. Useful reports are produced following the inspections and plans are drawn up to address the issues identified. However, these inspections do not provide timely information on all areas. Much evidence on teaching referred to in the self-assessment report is out of date. The internal inspections have overestimated substantially the quality of teaching. Around 72% of lessons observed by college managers in 2003/04 were held to be good or better, but at inspection, good teaching was observed in only 60% of lessons in these areas. Internal observations adequately identify areas of weakness in teaching. The college has been successful in reducing the amount of unsatisfactory teaching to a lower level than that found nationally. An additional system of peer observation is widely used across the college. Teachers find this helpful for their professional development.

34. Curriculum management in the college is mostly satisfactory. Regular team meetings focus on how students are progressing and whether targets for attendance, retention, and pass rates are being met. Managers are now starting to make good use of centrally held data which are readily available for them in their workrooms. In several areas, managers are providing strong leadership in the development of a team approach to bringing about improvements for students. The management of work-based learning is unsatisfactory. This has been recognised by the college and steps have been taken to link the provision more closely to programme areas.

35. Communication within the college has improved and is now good. The principal and new management team have adopted an open and consultative approach to decision making which is welcomed by staff at all levels. Teachers and members of the support staff have a clear understanding of the difficulties faced by the college and how they are being tackled. They are kept up to date through regular bulletins and meetings.

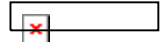
36. An annual review process is in place for all staff at the college. Line managers undertake a systematic review of performance against objectives set in the previous year. Individual performance objectives are linked well to the overall development plans of business and teaching teams and also reflect specific individual development needs. Professional development is linked to annual reviews. The college plans annual priorities for staff development and advanced practitioners work with teaching teams throughout the college to identify specific development activities in the use of ILT, delivery of key and basic skills, and broader teaching and learning issues. The college continues to be recognised as an investor in people.

37. There is a well-established equality and diversity committee which initiates a broad range of activities related to equal opportunities. For example, an annual equality and diversity day is well supported by college staff and students. A set of equality and diversity targets have been established in liaison with the local LSC and some progress has been made, for example, in increasing the numbers of students who declare their ethnicity on enrolment. The promotion of equality of opportunity is incorporated into marketing activities, but is not prominent in curriculum plans. There is insufficient evaluation in the self-assessment report of the effectiveness of equal opportunities measures.

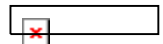
38. The college has made a limited response to its duties under the Race Relations (amendment) Act 2000. It was prompt in amending its equality and diversity policy and approving a race equality action plan, which has been monitored carefully. However, the plan lacks detail or any clear indication of how race equality will be promoted in practice. No assessment has been made of the contribution which different parts of the college may make to this objective. Poor management information has hindered effective monitoring of progress against the plan. The college has responded well to the SENDA. Audits of accommodation and procedures have been carried out and an extensive programme of improvements is in place.

39. Governors have not adequately monitored educational standards in the college's work. A quality and standards committee is established, but meetings have been infrequent and poorly attended. The committee has failed to discharge its role of monitoring standards effectively.

Part C: Curriculum and occupational areas



Construction



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

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

Strengths

- high pass rates on many programmes

- high retention and pass rates on key skills

- good collaborative working with employers

- good literacy and numeracy support in lessons.

Weaknesses

- poor framework achievement for work-based learners

- some poor utilisation of workshop resources

- poor co-ordination of on-the-job and off-the-job training.

Scope of provision

40. The college offers a range of construction courses for craft and technician students at foundation, intermediate and advanced levels in brickwork, carpentry and joinery, plumbing and electrical installation. There is also a full-time multi-skills course. Short courses are offered in gas, electrical, brickwork and carpentry and joinery to meet the needs of employers and students. Students attend on a block, day-release, full-time or evening basis. There are currently 127 students on full-time courses and 100 on part-time courses. In addition, there are 71 learners on apprenticeship, advanced apprenticeship or NVQ work-based learning schemes.

Achievement and standards

41. Pass rates are high on most programmes. Pass rates on the electrical installation and multi-craft skill programmes have been above national averages in each of the past three years. However, the pass rate for NVQ level 3 is well below the national average. Retention rates on most programmes are satisfactory or high. Framework achievement for apprentices is very low and the retention rate has declined from 77% in 2001/02 to 38% in 2002/03.

42. Most students develop satisfactory practical skills. Some achieve very high standards and compete in competitions, but the work of a minority of students is of low quality. The current cohort of work-based learners is making good progress towards completion of their key skills and satisfactory progress with the rest of the content of their framework.

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

Qualification	Level	Completion year:	2002	2003	2004
City and Guilds 2360-01 electrical installation	1	No. of starts	24	45	46
		% retention	79	84	85
		% pass rate	95	89	77
Certificate in construction occupations	1	No. of starts	*	36	92
		% retention	*	92	95
		% pass rate	*	94	75
City and Guilds 6145 multi skills	2	No. of starts	30	31	31
		% retention	57	77	68
		% pass rate	100	92	81
City and Guilds 2360-02 electrical installation	2	No. of starts	**	16	28
		% retention	**	75	86
		% pass rate	**	58	63
NVQ mechanical services (plumbing)	2	No. of starts	18	18	**
		% retention	6	11	**
		% pass rate	100	0	**

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

* course did not run

** fewer than 15 students enrolled

Quality of education and training

43. Much teaching is satisfactory, but there is too little good or better teaching. Most lessons are well planned with clear learning outcomes that are shared and discussed with students. In the better

lessons, teachers use a good range of teaching and learning styles although insufficient use is made of the Internet and specialist computer software to enhance teaching and learning. Theory is often well integrated with practical activities. Teachers make references to current standards and codes of practice. They draw on students' own industrial experience to promote discussion and illustrate key points. There is too little discussion with employers to plan effective training in the workplace. The content of training is decided by the employer and, in many cases, college work replicates that being done in the workplace.

44. Assessment arrangements are generally satisfactory. However, little evidence for key skills qualifications is gathered from the workplace. The assessment of competences for plumbing apprentices is carried out effectively in the workplace. Internal verification is satisfactory. Students' progress is monitored carefully. Written feedback is often detailed and informs students how they might improve their work. However, some feedback is too brief to be useful to students. Regular reviews for work-based learners include short-term targets and monitoring and updating of individual learning plans.

45. All learners receive an initial assessment and those with identified learning needs are provided with the necessary support. Two apprentices receive specialist support in every theory lesson. Training co-ordinators work closely with learners and their employers to provide pastoral support.

46. Work placements for apprentices are good. Employers provide appropriate sites for learners to develop the full range of skills for their qualifications. Training co-ordinators make regular visits and frequent calls to employers to discuss learners' progress and needs. An employers' pack provides relevant information on apprenticeships, but many employers have not read nor understand the information provided. Employers and learners are familiar with the NVQ process, but are not aware of the content of apprenticeship frameworks. Reporting of learners' absences to employers is timely and thorough.

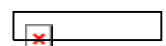
47. Courses meet the needs and interests of students and employers. There is a good range of short courses, including electrical inspection and testing. Links with schools are effective. The college is increasing recruitment of apprentices in key occupations, such as plumbing, to meet local demand.

48. Classrooms and practical training workshops are mainly clean and tidy, but are often plain and dull. Rooms and workshops are sometimes too small for the number of students. There are adequate stocks of high-quality tools and materials for students to complete their training. In the wood machine workshop, new machines have been purchased and all conform to current safety regulations. The workbenches in carpentry and joinery are very worn and in need of repair. In brickwork, students on level 1 programmes use bricks which are damaged even though there are adequate stocks of new bricks available. There is a lack of different types of bricks. The stock of construction textbooks in the college library is limited and many are at a basic level. Teachers are experienced and occupationally competent.

Leadership and management

49. Leadership and management are satisfactory. Course teams meet regularly and communication across the area is good. New strategies have been introduced to improve work-based learners' progress and retention rates for all learners are rising. Course files are comprehensive, well organised and standardised across all courses. Inspectors agreed with many of the judgments in the self-assessment report, but the report did not identify all the weaknesses. The development plan is adequate, but few actions are completed by the target dates. Equality and diversity are not promoted in the workplace and equality issues are not explored during on-site reviews. Management of the work-based learning provision has improved.

Information and communications technology



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

Strengths

- some high and rising pass rates on full-time courses

- good individual tuition in IT practical lessons.

Weaknesses

- very low retention rates on many courses

- low pass rates on computer literacy and information technology (CLAIT) and European computer driving licence courses (ECDL)

- some unimaginative teaching

- poor curriculum management.

Scope of provision

50. The college offers courses from entry level to level 3. In 2004, the Business Technology Education Council (BTEC) first and national diplomas replaced the former GNVQ foundation and intermediate and the advanced vocational certificate of education (AVCE) full-time courses. There is also a national certificate and a half-year full-time course for adults wishing to become computer technicians. There are currently 1,251 students, of whom 133 are on full-time courses and 1,118 on part-time courses. In addition, there are 28 students using distance learning, mainly for ECDL.

Achievement and standards

51. Pass rates for full-time courses are at, or above, the national averages. The GNVQ intermediate pass rate was about 80% in both 2002/03 and 2003/04 and the AVCE pass rate rose from 53% in 2001/02 to 80% in 2003/04. However, pass rates on the ECDL and CLAIT part-time courses have been below national averages for the last two years. Many courses have low retention rates. The Open College Network personal computer maintenance course and the national diploma have pass and retention rates consistently at, or above, national averages, although the retention rate on the national diploma is declining.

52. The standard of full-time students' work is variable. In some lessons, students work well and produce good work, but in others, they are distracted easily and make little progress. Practical assignments for second year students lack detail and students do not understand what is expected of them. In lessons, adults acquire appropriate IT skills. The course for technicians quickly builds

students' confidence in their ability to install computer hardware and software. Overall attendance was excellent, at 92%, but in a few lessons for second year full-time students' attendance was only about 50%.

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

Qualification	Level	Completion year:	2002	2003	2004
City and Guilds IT certificate	1	No. of starts	417	326	1,006
		% retention	18	40	33
		% pass rate	60	60	68
CLAIT	1	No. of starts	348	106	106
		% retention	71	62	82
		% pass rate	67	56	55
ECDL	2	No. of starts	292	110	*
		% retention	79	28	*
		% pass rate	44	29	*
OCN personal computer maintenance and networking	2	No. of starts	200	161	176
		% retention	81	79	81
		% pass rate	71	59	80
GNVQ intermediate	2	No. of starts	26	19	*
		% retention	73	84	*
		% pass rate	74	81	*
AVCE	3	No. of starts	19	29	19
		% retention	79	45	53
		% pass rate	53	62	80
National diploma IT practitioners	3	No. of starts	18	21	29
		% retention	72	62	59
		% pass rate	85	77	82

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

* fewer than 15 students enrolled

Quality of education and training

53. Teaching is satisfactory or good, but there are few very good or excellent lessons. The percentage of unsatisfactory teaching and learning is higher than is usually found at similar colleges, and the range of teaching methods is narrow. Schemes of work and lesson plans vary greatly in quality. The poorest schemes have only a single line for each week of the course. The best include important details of content and delivery methods. In the better lessons for full-time students, teachers use an appropriate variety of techniques, such as use of IT projection systems to demonstrate software, well-prepared Internet searches and checks on learning using discussion sheets and quizzes. These lessons have practical work with clear and interesting tasks and frequent points at which students might have their work checked. For example, in one lesson on financial modelling, the spreadsheet exercise was subdivided into four clear tasks relating to a wholesale company. Each completed task had to be assessed by the teacher and completed to a suitable

standard before students could move on to other work.

54. In the less effective lessons for full-time students, work is poorly specified and there is insufficient monitoring and setting of targets. A few teachers use information about students to match their teaching to the needs of individuals, but the use of different learning materials is limited. The college's intranet is underdeveloped. However, a teacher now has responsibility to promote use of learning technology and has undertaken some staff development for colleagues.

55. Most adults learn in well-organised IT workshops from well-designed workbooks at their own pace. Teachers provide patient and enthusiastic one-to-one help for students. Beginners build up confidence and independent learning skills quickly. However, students are expected only to complete the necessary exercises to gain IT qualifications and are not encouraged to use their new skills to extend their skills and understanding. Good practices are not shared systematically. For example, at the Morecambe IT learning centre, all adults have regular recapitulation, consolidation exercises and progress reviews, but these do not take place at the main site. The use of target setting for adults to establish and monitor the rate of progress is inconsistent and there is little encouragement for adult students to practise IT skills between lessons.

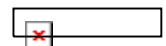
56. The physical resources to support learning are satisfactory, but frequent changes in staffing have contributed to unsatisfactory teaching and learning. Students on the main site have access to up-to-date computers and software both in timetabled lessons and elsewhere. The supply of IT projectors and interactive whiteboards has improved recently, but these resources are not yet used fully. Classrooms are often filled with computers and have no discrete teaching area. This limits the approach to teaching theoretical topics. For example, students cannot work effectively in groups. The Morecambe learning centre is modern and well used. Learning materials are good, those for adults being commercially produced. Most teachers and trainers have appropriate qualifications, but few have undertaken recent industrial updating.

57. Assessment and verification are usually carried out inline with awarding body requirements. However, there is limited use of formative assessment in lessons. Some full-time students identify a lack of initial advice about course content. Record keeping for tutorials is poor.

Leadership and management

58. Leadership and management are unsatisfactory. Leadership of ICT has been a cause for concern for the college for more than a year and there have been frequent changes of staff in the area. Teachers involved in course delivery do not work effectively together in teams. An acting head of faculty has been appointed recently and further appointments are pending. The self-assessment report is substantially accurate and an action plan has been drawn up to bring about improvements.

Hospitality, sports, leisure and travel



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

Strengths

- high pass rates on most programmes

- good development of personal and vocational skills

- very good resources
- much good teaching
- extensive partnerships to promote learning
- good academic and pastoral support for students
- effective curriculum management.

Weaknesses

- low retention rates on some courses
- poor achievement on work-based learning in hospitality
- low attendance in several lessons
- insufficient reinforcement of safe practices in practical sport.

Scope of provision

59. The college provides courses from entry level to level 3 in hospitality, at levels 2 and 3 in travel and tourism and levels 1, 2 and 3 in sport. Short professional development courses in food safety, nutrition, conflict handling, customer service, sports injuries, coaching and health and safety are offered. CoVE status in hospitality was achieved in 2001. There are currently 470 students, of whom 282 are attending full time and 188 are enrolled to part-time courses. In addition, 17 students are undertaking an apprenticeship programme in hospitality. Vocational courses for students aged 14 to 16 are provided as part of a schools link programme.

Achievement and standards

60. Pass rates are high on most programmes and often above the national averages. However,

retention rates are low on some courses, such as the Awarding Body Consortium (ABC) pastry course, national diploma in sports studies and the AVCE in travel and tourism. Achievements of work-based learners are very low on the hospitality apprenticeship programme with few students completing their NVQ or key skills over a three-year period.

61. Students develop good professional and personal skills and progress well into FE and HE and employment. Some students display abilities above the level of the course they are studying. They develop maturity, confidence, communication and leadership skills. All have a good understanding of the knowledge that underpins the qualifications. The standard of students' portfolios is satisfactory. Very good employment opportunities are available and many students are offered jobs whilst still on programme.

A sample of retention and pass rates in hospitality, sports, leisure and travel, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
NVQ food preparation and cooking	1	No. of starts	38	20	*
		% retention	79	90	*
		% pass rate	90	100	*
NVQ food preparation and cooking (part time)	2	No. of starts	*	19	19
		% retention	*	84	68
		% pass rate	*	81	100
First diploma in sport	2	No. of starts	34	31	20
		% retention	91	74	75
		% pass rate	90	83	100
Association of British Travel Agents Certificate (ABTAC) primary certificate in travel	2	No. of starts	*	27	18
		% retention	*	56	89
		% pass rate	*	87	75
Sport and fitness techniques diploma	3	No. of starts	20	22	*
		% retention	80	82	*
		% pass rate	85	86	*

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

* fewer than 15 students enrolled

Quality of education and training

62. There is much good teaching that motivates and extends students' learning. In all lessons, students are actively involved in identifying information, drawing on their experience and evaluating their own and their peers' performance. Many lessons are lively, well paced and stimulate students to learn. Teachers and students make effective use of ILT resources. Off-the-job practical training for work-based learners is very good and develops their skills effectively. In a minority of lessons, attendance is low and work planned by the tutor cannot be implemented fully. In some poorer lessons in sport, few demands are made on students and they make limited progress.

63. Real work environments are modern, well equipped and effectively mirror working conditions in the industry. These include an excellent training restaurant and kitchen, bistro, conference suite and training and demonstration kitchens. The travel agency is part of a national chain and offers high street experience in sales of holidays, flights and travel arrangements. In sport, the rehabilitation

centre gives therapy students very good experience in working with clients. Facilities include a sports hall, gymnasium, and sports injury rehabilitation centre and exercise studio. All are modern, well maintained and of a high standard. Access to information through the library and learning resources centre is satisfactory. All teachers have appropriate teaching, occupational and assessor/verifier qualifications or are working towards these. Continuous professional development takes place across the curriculum area. There is insufficient reinforcement of safe practice in practical sport. Students do not always wear appropriate protective padding and footwear and, in some lessons, males and females play against one another in full-pace games.

64. Assessment is satisfactory. Students are aware when assessment will take place and its purpose in assisting them to achieve their qualification. Tutors record information on the progress that students make. Individual learning plans identify short and long-term targets for completion, but are often held by teachers rather than students. Internal verification is satisfactory. Activities are planned and internal verification can be tracked through portfolios. However, not all assessors are observed routinely and there is little standardisation of assessment practice

65. Programmes and courses meet the needs of the students and lead to employment. In sport, there are very good community links with local schools. Students regularly organise well-attended activity programmes, tournaments and competitions. In hospitality, employers have been involved in planning and refurbishing the new restaurant and celebrity chefs have been invited to run the training kitchen, giving students a unique opportunity to broaden their experience.

66. Academic and pastoral support for students are good. A stable environment is provided for students, some of whom are lacking in confidence or have personal or financial difficulties. Students at risk of leaving their courses early have been encouraged to remain, complete their studies and gain their qualification. Actions are taken to follow up low attendance. Students with additional learning support needs receive sensitive help in class.

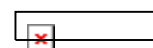
Leadership and management

67. Leadership and management are good. Staff have clear roles and responsibilities. Teachers are highly motivated and work well as a team, with effective formal and informal communication. All teachers are involved in the self-assessment process and critically evaluate the provision in their own areas. There are effective strategies to improve the quality of the curriculum.

68. The promotion of equal opportunities is satisfactory. Students have a good understanding of equal opportunities. Chefs from the minority ethnic population are invited to run the kitchen and provide a greater understanding of the relationship between diet, food, cultures and religion.

69. The college has full CoVE status in hospitality and catering. The CoVE provision is well managed and has led to closer working arrangements with local industry and other colleges with CoVE status, to share good practice. Students benefit from excellent physical resources and very good learning and assessment opportunities

Hairdressing and beauty therapy



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

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

Strengths

- good development of practical skills

- high pass rates on most hairdressing and beauty therapy courses

- high retention rates on most courses

- good take up of additional qualifications

- good work-based learning programme.

Weaknesses

- unsatisfactory management of some teaching areas

- unsatisfactory organisation of some programmes.

Scope of provision

70. The college offers NVQs in hairdressing and beauty therapy at levels 1, 2 and 3. Other courses include certificate in hairdressing (entry level), body massage, aromatherapy, reflexology, Indian head massage, and a beauty specialist diploma. Courses are offered during the day and in the evenings. There are currently 216 students on full-time courses and 249 students on part-time courses. In addition, there are 61 apprentices in hairdressing and 35 students aged 14 to 16 studying level 1 courses in either hairdressing or beauty therapy.

Achievement and standards

71. Pass rates on most hairdressing and beauty therapy courses are high with most courses consistently above national averages over the past three years. Retention rates on hairdressing level 1, beauty therapy NVQ level 3 and reflexology programmes are high. Retention rates on hairdressing NVQ level 2, Indian head massage and theatrical and media make-up courses have declined since 2002/03. Attendance is good in most lessons and students are punctual. However, college data indicate a steady decline in attendance on some courses.

72. Retention and achievement rates on apprenticeship programmes are high. In the three years from 2000/01 to 2002/03, framework achievement rose year on year from 50% to 70%. Of the 46 starters since 2003/04, 3 have achieved the framework and a further 39 are still in learning.

73. The quality of students' work is satisfactory. Some completed assignments in theatrical and media make-up are particularly good. For example, one assignment showed independence of thought and imaginative use of pictures within the text to illustrate make-up for *Moulin Rouge*. Some assignments are hand written and students do not develop good IT skills. Students on most courses are highly motivated and enthusiastic. They demonstrate good professional practical standards

when working. There is a good take up of additional qualifications in first aid, manual handling, conflict resolution, and body massage.

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

Qualification	Level	Completion year:	2002	2003	2004
Certificate in hairdressing	Entry	No. of starts	23	*	18
		% retention	83	*	94
		% pass rate	100	*	88
NVQ hairdressing 1 year	1	No. of starts	63	63	77
		% retention	87	71	91
		% pass rate	98	98	90
NVQ hairdressing 1 year	2	No. of starts	76	72	35
		% retention	82	81	71
		% pass rate	79	83	100
NVQ beauty therapy 1 year	2	No. of starts	36	53	45
		% retention	83	85	80
		% pass rate	90	100	89
Indian head massage	2	No. of starts	86	58	32
		% retention	100	100	81
		% pass rate	93	93	92
NVQ beauty therapy 1 year	3	No. of starts	57	43	39
		% retention	91	88	90
		% pass rate	98	89	89
Diploma in reflexology	3	No. of starts	22	42	56
		% retention	91	90	89
		% pass rate	75	97	96

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

* fewer than 15 students enrolled

Quality of education and training

74. Teaching and learning are good in the majority of beauty therapy lessons and in 50% of hairdressing lessons. Most lessons are well planned, but in a minority, insufficient attention is paid to initial assessment results in planning for individual students' needs. Teachers have good up-to-date knowledge and use directed questioning to test students' knowledge and understanding. Apprentices carry out complex practical tasks in colouring and colour correction and have good finishing techniques. There is a high level of support for apprentices from employers who try wherever possible to link training to the college's schemes of work. In some practical hairdressing lessons, there are too few clients for every student. Those without clients work on blocks, but their progress in developing practical skills is slow. All students demonstrate high levels of attention to health and safety in college salons and at work.

75. Good oral and written feedback is given to the majority of students. This is very constructive and supportive with useful suggestions for improvement. Key skills assignments are interesting and are mostly relevant. Students written assignments are marked and returned in good time. The

assignments are carefully scheduled. There is good feedback given after practical assessments. Internal verification relies too heavily on verifying written tests rather than practical observation and internal verification reports lack detail to bring about improved assessment practice.

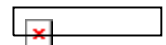
76. The hairdressing and beauty salons are modern and well equipped, but there is unsatisfactory management of the space in both hairdressing and beauty therapy for all students to work effectively. Some theory and key skills lessons are timetabled inappropriately in a salon environment. Ventilation in the specialist nail salons is inadequate for the teaching of acrylic nail techniques. This has been recognised by the college and actions are being taken. The lighting in the specialist theatrical and media make-up room is insufficient for the selection and application of make-up. The range and number of library books are adequate, but there are good informative learning packages on the college intranet. Teachers have appropriate specialist qualifications and industrial experience, and are encouraged to attend training to update their skills. However, not all have teaching qualifications.

77. Support for students is good. Effective procedures are in place to monitor attendance. Reviews of students' progress, however, are brief with some poor target setting. Parents and/or guardians of students aged 16 to 18 are kept regularly informed of their progress. There is good early identification of basic skills needs, but not all students take up the offer of specialist support. The process to identify other students' learning needs is too slow. Some hairdressing students are still waiting for an assessment for dyslexia four months into a one-year course.

Leadership and management

78. Leadership and management are satisfactory. There are regular team meetings focusing on students' progress. Regular monitoring of the work-based learning action plan has brought about improvements. All teachers take part in self-assessment at course level which informs the department's self-assessment report. Inspectors agreed with many of the judgments in the self-assessment report, but the report had failed to identify all the weaknesses. There is unsatisfactory organisation of some programmes. Incorrect course information in the college's prospectus was not noticed for two years. Potential students' educational achievements are not used systematically to place them on the right level of course. Students currently on a level 1 hairdressing programme are developing skills associated normally with a level 2 qualification. In beauty therapy, a minority of students working towards two qualifications simultaneously at NVQ levels 2 and 3 are making slow progress.

Health, social care and childcare



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

Strengths

- effective learning of early years vocational skills

- good progression to HE and employment

- good early years resources enabling students to gain realistic experiences

- good individual support for learning.

Weaknesses

- low retention rates on several courses
- declining pass rates on several courses
- no achievement of apprenticeship frameworks in care
- low attendance on some health and social care courses.

Scope of provision

79. The college provides a range of full-time and part-time courses in health, social care and early years. Full-time courses include GNVQ foundation and intermediate in health and social care, certificate and diploma in childcare and education and national diploma in early years. Part-time courses include NVQs at levels 3 and 4 in care and at levels 2 and 3 in early years, and counselling. Short course provision in health, social care and early years is offered to meet the needs of the community for updating workers in these areas. The department also offers a number of courses in health and safety and first aid, and pre-registration of child minders. A total of 724 students are enrolled on courses in this area, 446 of whom are aged 16 to 18. Most adult students are on part-time and short courses. In addition, 15 students are undertaking apprenticeships in care.

Achievement and standards

80. Pass rates are satisfactory on most courses. On GNVQ intermediate health and social care and national diploma in early years they have been consistently high over several years. Pass rates are declining on the certificate in childcare and education, NVQ level 2 in care and diploma in childcare and education. Retention rates are low on several courses including the award in caring for children, national diploma in early years, AVCE and the diploma in childcare and education. Managers in the area have introduced a range of strategies to improve weaknesses in retention and pass rates. Retention rates in the current year are high. Of the 48 apprenticeship starters since 2001/02, none has achieved the framework. Attendance on some health and social care courses is very low.

81. The standard of students' work is high. They develop many abilities, making them employable, including good negotiating skills and working as members of a team. Students progress well to FE and HE and employment. In 2003/04, 96% of national diploma in early years students entered full-time employment and more than 60% of diploma in childcare and education students progressed to FE, HE or into full-time employment. Health and care students progress into health and allied training, including physiotherapy, social work and midwifery.

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

Qualification	Level	Completion year:	2002	2003	2004
GNVQ intermediate, health and social care	2	No. of starts	29	19	16
		% retention	52	100	100
		% pass rate	93	100	94
Certificate in childcare and education	2	No. of starts	25	25	26
		% retention	68	76	81
		% pass rate	88	79	57
NVQ care	2	No. of starts	159	*	25
		% retention	81	*	84
		% pass rate	85	*	71
National diploma in early years (including national diploma of childhood studies)	3	No. of starts	18	40	40
		% retention	94	63	53
		% pass rate	82	88	95
AVCE health and social care (including GNVQ advanced health and social care)	3	No. of starts	**	25	20
		% retention	**	66	25
		% pass rate	**	65	80
Diploma in childcare and education (including diploma in nursery nursing)	3	No. of starts	52	*	54
		% retention	63	*	69
		% pass rate	82	*	68

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

* data unreliable

** fewer than 15 students enrolled

Quality of education and training

82. Teaching is satisfactory or better on all courses. Lessons are well planned. A wide range of methods is employed to meet individual and group needs. Students work productively in lessons. In the best lessons, learning is dynamic and students are challenged to extend their understanding. In some lessons, teachers do not employ methods to encourage all students to take an active part. Early years students develop good vocational skills. At all levels, students have sound understanding of the care and developmental needs of young children and work effectively with them. They understand the theories that underpin the early years curriculum. Their positive attitude to learning enables them to help young children learn. Effective use is made of ICT in early years lessons.

83. Resources to support learning are good for early years and satisfactory for social care students. The early years specialist teaching facility is used effectively. Children come from local schools and nurseries for activities which the students plan with the guidance of tutors and in collaboration with the children's teachers. Most early years classrooms provide access to the Internet. All students have access to a well-stocked library with a range of current textbooks and journals and easy access to computer facilities. Tutors and assessors are appropriately qualified and experienced. Learning materials and tasks are relevant and of high quality.

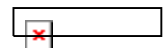
84. Assessment is satisfactory. Initial assessment is used to determine individual learning plans. Students' progress against their individual targets is monitored in regular reviews. Early years assessment is regular and informs individual students on how to improve the standard of their work. Some coursework marking pays insufficient attention to the improvement of basic literacy skills.

85. Support for learning is good for all students. Students' individual learning needs are known and influence the choice of activities, materials and experiences that teachers use in their lessons. Students with mobility difficulties have access to all areas and care is taken to ensure that work placements can meet their particular needs. Tutorials and reviews are supportive and students value the care tutors take to get to know them as individuals. Careers guidance is effective and all students have clear aspirations to train and work in a wide range of care and early years occupations.

Leadership and management

86. Leadership and management are satisfactory. Sound quality assurance procedures are established. An appropriate action plan is in place to address the low retention and pass rates and very low attendance on some courses. New teachers have been appointed, and more rigorous entry procedures, improved use of initial assessment and monitoring of attendance have been introduced. It is, however, too early to assess the effect of these actions on students' achievements. There is poor co-ordination of apprenticeship programmes and insufficient involvement of employers in the design and implementation of the framework.

Visual and performing arts and media



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

Strengths

- high pass rates on most courses

- good progression on all courses

- stimulating and demanding teaching

- outstanding accommodation and facilities for art and design

- strong curriculum management.

Weaknesses

- low retention rates on fine arts, media and foundation diploma

- o very low pass rates on key skills.

Scope of provision

87. The college provides full-time level 3 courses in graphics, fine arts, pre-degree foundation diploma, media, multimedia and performing arts. There is a full-time level 2 course for art and design. All first year full-time students follow a short diagnostic course prior to beginning their main programmes. There is a limited academic provision, managed by a separate faculty, including GCSE, advanced subsidiary-level (AS-level) and GCE A2 media and also film and video. There are 343 students aged between 16 and 18 and 787 adult students, most of whom are on part-time craft courses.

Achievement and standards

88. Pass rates are high on most courses and often at 100% in graphics, performing arts, multi media, media and GNVQ art and design. AS-level and GCE A2 film and media students do not achieve the grades predicted from their previous academic records. Retention rates are below national average on some courses, including the foundation diploma in art and design, fine arts and media. However, in-year retention rates have risen significantly in 2004/05. Key skills achievements are very low. Progression internally is very good. Three students studying jewellery progressed from non-vocational provision through level 2 to City and Guilds level 3. Progression to HE is also very good; over 90% of students gained places last year, often at prestigious institutions. Students demonstrate high levels of technical skills and understanding. Attendance is excellent and students are always punctual.

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

Qualification	Level	Completion year:	2002	2003	2004
National diploma in performing arts	3	No. of starts	*	23	15
		% retention	*	43	67
		% pass rate	*	80	100
National diploma in multi media	3	No. of starts	24	*	16
		% retention	96	*	69
		% pass rate	100	*	100
National diploma in fine arts	3	No. of starts	25	34	19
		% retention	56	56	58
		% pass rate	73	90	91
National diploma in graphic design	3	No. of starts	16	31	*
		% retention	65	68	*
		% pass rate	100	90	*
Diploma in foundation studies	3	No. of starts	62	48	45
		% retention	76	96	76
		% pass rate	96	93	94

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

** fewer than 15 students enrolled*

Quality of education and training

89. Teaching and learning are good. Teachers share with students the intended learning outcomes and related tasks at the beginning of their lessons and, in several lessons, they identify the outcomes as they are completed and keep students constantly informed about their progress. In the most successful lessons, teachers set students demanding time-constrained exercises. Preparatory work is displayed attractively and is effective as a point of reference for students. There is much emphasis on collaborative learning and students work independently with confidence. Classroom management and discipline are very good. Attendance is high, students arrive early for lessons and teaching time is used to the best effect. Much of the teaching is enthusiastic, energetic and challenges students to think conceptually. Students are confident in exploring and trying out new ideas.

90. Resources in art and design are outstanding. The accommodation is stimulating and encourages learning. The curriculum area benefits significantly from the excellent new building. Dedicated studios can be opened up for inter-course projects and exhibitions. All equipment and facilities are of industry standard. ILT equipment is very good and students have easy access to these and other related resources. Performing arts accommodation is not good, but the college has made a commitment to improve the current provision. There is sufficient technician support. Many members of staff are current industry practitioners and several have post-graduate diplomas. Teachers without teaching qualifications are currently enrolled on postgraduate certificate in education (PGCE) courses. Library stock for performing arts is limited and dated.

91. Assessment is satisfactory. Assignments are vocationally relevant, often with imaginative titles designed to motivate students. For example, the 'mad hatter's tea party' assignment for intermediate art and design students is appropriate to the level of qualification and ensures that students know what is required to achieve specific grades. Work is marked quickly and returned with helpful advice on how to improve. Progress against targets is monitored at regular tutorials.

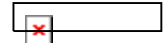
92. The range of courses offered is satisfactory. The rotation of specific skills and disciplines in art and design ensures that students work in viable group sizes and can alter their choice of specialism as a result of the extended induction. There are limited, but interesting partnerships with local organisations in media. Effective arrangements have been established to integrate vocational with non-vocational adult students in craft subjects. Enrichment activities are becoming established in art and design and students will shortly be visiting galleries and exhibitions in Paris. Performing arts students make regular visits to theatres.

93. Support for students is good. Individual learning needs are identified during induction and appropriate support offered; some support workers are art and design specialists. For the first half term, all year one full-time students follow preparatory units prior to starting their courses to ensure that they are placed on the right courses.

Leadership and management

94. Leadership and management are good. Good teaching is at the core of all curriculum planning and strenuous efforts have been made to ensure that all teachers are committed to this ethos. Peer observations are used effectively to share good practice and recently qualified teachers receive support from a mentor. A series of measures has been introduced in 2004/05 to raise retention rates including the introduction of diagnostic units to determine that students are on the right course and extending the period of induction. Support is offered to students identified as being at risk of leaving their courses early. Communication between staff and managers is good. All course teams carry out their own self-assessment processes, the results of which feed effectively into the overall self-assessment report. Teachers feel supported by their managers.

Humanities



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

Strengths

- high pass rates on many courses
- demanding and stimulating teaching
- very good resources and accommodation.

Weaknesses

- declining retention rates on several courses
- some ineffective assessment practices.

Scope of provision

95. There are over 250 students on humanities courses, most of whom are aged 19 or over. Approximately 150 are on humanities access courses in psychology, sociology, history and criminology and around 100 are studying AS-level, GCE A2 and GCSE courses in psychology, sociology and philosophy. GCSE social science is also available, with 15 students enrolled. Students on access courses follow programmes leading to Open College Network (OCN) A and B units.

Achievement and standards

96. Pass rates and the achievement of higher grades in GCE A2 psychology, sociology and philosophy are high. In 2004, 63% of philosophy students were awarded high grades with 50% being awarded grade A, 40% of psychology GCE A2 students were awarded a grade A and 50% general certificate of education advanced-level (GCE A-level) sociology students were awarded a high grade with 31% being awarded a grade A. One student in philosophy scored within the top 5 marks in the country. Pass rates on AS-level courses are declining, but were at, or above, national averages in 2004. Students on GCE A2 psychology, sociology and philosophy courses made better progress than might have been anticipated from their achievement at GCSE.

97. Retention rates for advanced level courses are satisfactory being at, or above, national averages. Retention rates for the OCN A unit in sociology have been outstanding for the past two years. Retention rates on some OCN B units were below national averages in 2004. The standard of students' work is at an appropriate level and, in some cases, it is very high and demonstrates good attainment. For example, in a GCSE social sciences lesson, one group of students was considering

terrorism and took part in a sophisticated debate about the differences between a terrorist and a freedom fighter. Students' written work contains good examples of skills of analysis, the understanding of theoretical concepts and critical evaluation.

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

Qualification	Level	Completion year:	2002	2003	2004
OCN A unit sociology	2	No. of starts	32	27	54
		% retention	81	94	87
		% pass rate	86	73	81
OCN A unit psychology	2	No. of starts	23	51	36
		% retention	100	86	78
		% pass rate	83	86	86
GCE A2 psychology	3	No. of starts	15	20	24
		% retention	80	85	83
		% pass rate	75	76	95
AS-level psychology	3	No. of starts	59	46	51
		% retention	61	72	78
		% pass rate	92	79	70
AS-level sociology	3	No. of starts	24	26	30
		% retention	63	85	77
		% pass rate	80	86	83
OCN B unit sociology	3	No. of starts	24	26	17
		% retention	58	85	76
		% pass rate	93	73	77
OCN B unit psychology	3	No. of starts	29	30	18
		% retention	83	83	78
		% pass rate	62	88	86

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

Quality of education and training

98. Teaching and learning are good. Lessons are well planned and structured with aims and objectives shared with students. In some cases, progress towards these objectives is monitored throughout the lesson. Teachers use a good variety of methods in lessons and make effective use of examples to illustrate issues and concepts to help students learn. Group work is used effectively to stimulate discussion and involve students in debate. For example, in a history lesson, students imagined that it was 1910 and conducted a lively debate on votes for women which served to illustrate the distinction between votes for women and equality for women. There are some good examples of the use of ICT in teaching to support learning. In a minority of lessons, students' interest is not maintained and they are not stimulated to learn. In some lessons, little attention is paid to the needs of individual students. For example, no extension tasks are set for the faster students. In a minority of lessons, learning is not always checked.

99. Resources and accommodation are very good. There is a dedicated GCE A-level/access centre, which is well used by students. All classrooms have a computer connected to the Internet and all

have appropriate subject displays. Library resources and access to books are satisfactory. Nearly all teachers have, or are studying for, a teaching qualification and there is very good evidence of regular updating for members of staff. The assessment and monitoring of students' progress are satisfactory and are good on access courses. Homework is set and marked regularly. In some subjects, for example, sociology, there is an assessment feedback sheet and constructive and detailed feedback is given under the headings of the assessment objectives. There is, however, some variability in the amount of written feedback given by teachers, the detail it contains and the extent to which it indicates what improvements are required. There is no assessment schedule agreed between staff and some students report poor scheduling of assignments.

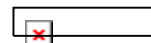
100. The range of programmes is satisfactory in meeting the needs and interests of students. Almost two thirds of GCE A2 students and more than 40% of access students progress to HE. Access students speak very positively about the extent to which the access programme meets their needs. There is limited GCSE provision in humanities and enrichment opportunities within AS-level and GCE A2 provision are limited.

101. Support for students is good. Tutorials are timetabled, but students view group tutorials as less valuable than personal one-to-one tutorials. The AimHigher project is integrated with the tutorial provision in order to help raise the aspirations of students.

Leadership and management

102. Leadership and management are good. The curriculum area self-assessment report is detailed and critical. There are regular team meetings that focus on current issues and communication is effective. There is appropriate emphasis on equality of opportunity with all students supported effectively. The head of faculty, other managers and the advanced practitioner in the area are aware of the areas for improvement and are working to address weaknesses. However, it is too early to judge the impact of actions taken to bring about improvements.

Provision for students with learning difficulties



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

Strengths

- good teaching, learning and skills development in practical lessons

- good use of realistic work environments and of the adaptive technology workshop

- good specialist support meeting diverse needs.

Weaknesses

- poor teaching in several classroom-based lessons

- insufficient use of individual learning plans to plan lessons

- poor planning of the work of learning support assistants.

Scope of provision

103. The college provides full-time and part-time courses at pre-entry and entry level and at level 1 for students with moderate and severe learning difficulties, physical and sensory disabilities and with mental health issues. There are 246 students, of whom 64 are full time. At pre-entry level, the First Steps course has 18 adult students and Adult Choices have 132 part-time adults. At entry level, there are 46 vocational options students, of whom 21 are aged 16 to 18. There are 47 adults with physical, sensory or mental health disabilities following the Planning for Work course in computer-assisted learning. Vocational options students take additional accredited courses which include food hygiene, preparation for employment and IT.

Achievement and standards

104. Students' achievements are satisfactory. There are very good achievements of individual learning plan objectives and by students taking additional qualifications in food hygiene, IT and preparation for employment. Student retention rates are very high. In practical lessons such as catering, hospitality and gardening, students acquire good skills. There are good opportunities for students to move on to vocational courses and satisfactory numbers of students progress.

Quality of education and training

105. Teaching and learning are satisfactory and practical lessons use realistic work environments effectively. A group of students with mental health issues work in housekeeping at a local hotel servicing and cleaning guest bedrooms. The members of the team work well allocating tasks and achieving satisfactory vocational standards in a real life setting. Practical lessons in catering and gardening develop and use realistic numeracy and communication skills. Students co-operate and enjoy practical problem solving. In the better lessons, teachers plan a variety of imaginative learning activities which take account of different learning styles. For example, a literacy lesson concluded with a short group session using musical handbells and incorporated basic reading, sequencing and listening skills in an enjoyable and creative lesson. In many classroom-based lessons, students carry out the same tasks with little planned differentiation. Poorer lessons have plans which focus on activities rather than learning outcomes and provide little challenge to learning for some students. Some weaker lessons do not make full use of support staff and teachers do not manage the support provided by visiting carers effectively. There is insufficient co-ordination of students' learning in different subjects.

106. Qualifications of members of staff are satisfactory. Learning support is provided by learning support tutors who hold, or work towards, a teaching qualification or relevant support specialism, and by learning support assistants. Students make very good use of technology and the support of specialist staff. Members of the learning support staff provide good support in practical lessons and many have skills well matched to the subject area. In a few lessons, support staff are not available when needed. For example, some support is only provided for part of the lesson and there is a shortage of support staff on Friday afternoons. Most teaching accommodation is good and includes realistic working environments at a local hotel and in the college's catering kitchens, cafe and shop. There are also specialist rooms such as the woodwork room, gardening area and training flat. Good use is made of the adaptive technology workshop. This room is well equipped with specialist computer equipment enabling those with a range of severe disabilities, including students who have

visual and/or hearing impairments, to communicate and learn. A computer workshop shared with another group is noisy and has inadequate ventilation.

107. Assessment and monitoring are informal and not systematic. Initial assessments do not provide sufficient detail to plan teaching or monitor achievement. Individual learning plans do not provide detailed information on how learning is to be achieved. The key targets for individual students are copied to all teachers, but detailed diagnostic profiles are not used. The process of co-ordinating information on students' learning and progress is limited and unsystematic. Many teachers set individual targets for learning in their lessons, but these are not co-ordinated effectively. Formal opportunities to discuss students' progress occur only at monthly team meetings attended by full-time and some part-time staff. Learning support assistants provide sensitive and caring support and monitor students' progress informally in different lessons.

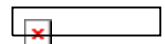
108. The college provides a good range of courses to meet diverse needs including for those who have a visual and/or hearing impairment, and those with physical and mental health difficulties. Students are satisfied with the courses provided. Students with sensory disabilities value the availability of courses and support.

109. Initial guidance is satisfactory. Link courses help students to make a satisfactory transition from school to college. Tutors and learning support staff provide good individual and pastoral support which is valued by students; 96 students in the area receive individual learning support. In a few instances, support is not available when needed. Initial diagnosis of individual learning needs does not enable staff to plan lessons which fully meet the learning needs of all students.

Leadership and management

110. Leadership and management are satisfactory. Managers set a clear sense of direction. Teachers are positive and enthusiastic, open and self-critical. There is good informal teamwork and a caring culture in which members of staff support students and each other informally. However, communication between team members is not systematic and information about students and their learning is not effectively shared or co-ordinated. The quality assurance process has identified a number of weaknesses which have been addressed successfully. Few formal lesson observations took place in 2003/04, although ungraded peer observations provide a useful opportunity to share ideas and develop skills. The self-assessment grade for the area is generous. The curriculum area has undertaken substantial development work on teaching and learning, but this has not yet raised the quality of teaching in lessons. Teachers are aware of equal opportunities issues and there is satisfactory promotion of equal opportunities.

Literacy and numeracy



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

Strengths

- lively teaching that maintains students' interest

- thorough initial assessment to plan learning

- well-developed links with the local community

- highly effective learning support

- good management of skills for life strategy.

Weaknesses

- insufficient focus on personal development in individual learning plans

- poor development of IT skills in discrete literacy and numeracy lessons.

Scope of provision

111. There are 529 students enrolled on primary skills for life courses, of whom 110 are full time and 419 are part time. Some 56 students are aged 16 to 18 and 473 aged 19 and over. There are 433 students based in college and 96 based in 14 centres off site; these sites include partnerships with the local city council, the National Health Service (NHS), primary schools and the probation service. There are 1,985 students enrolled on key skills level 1 and level 2 courses in communication and application of number, of whom 1,524 are full time and 461 part time; 1,716 are aged 16 to 18 and 269 are aged 19 and over. All literacy and numeracy students work towards national qualifications.

Achievement and standards

112. Achievement in all courses is at, or above, national averages. In key skills, there has been a large growth in numbers of students between 2003 and 2004. Retention rates are at, or above, national averages and have all been above 80% in 2002/03 and 2003/04. Pass rates have risen substantially over the past three years and are significantly better than the low national averages. In GCSE English and mathematics B, the numbers have remained steady with retention rates at, or above, the national averages. The pass rate in mathematics is at the national average and in English is significantly above the national average. In discrete courses in literacy and numeracy retention rates are falling.

113. Students' written and oral work is of a high standard. Students talk confidently about how much they have improved. Most students are very motivated and keen to progress.

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

Qualification	Level	Completion year:	2002	2003	2004
City and Guilds 3792 certificate in adult numeracy	Entry	No. of starts	*	28	50
		% retention	*	86	73
		% pass rate	*	98	42

City and Guilds 3792 certificate in adult literacy	Entry	No. of starts	*	49	51
		% retention	*	100	80
		% pass rate	*	84	93
Key skills application of number	1	No. of starts	51	39	476
		% retention	90	100	83
		% pass rate	20	36	51
Key skills communication	2	No. of starts	40	110	443
		% retention	83	82	86
		% pass rate	6	31	48
GCSE mathematics B	2	No. of starts	105	102	121
		% retention	66	56	78
		% pass rate	58	53	41
GCSE English B	2	No. of starts	**	82	79
		% retention	**	66	73
		% pass rate	**	56	66

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

* new course

** formerly separate English and English language

Quality of education and training

114. Teaching is satisfactory or better. In the better lessons, teaching is characterised by effective planning linking course criteria to adult core curriculum. Teachers make good use of a variety of methods to meet the needs of all students. Lessons have well-structured objectives and teachers check the progress of students regularly. Teaching focuses on real-life and vocational contexts and is interesting and relevant for students. In one session, the teacher developed the language skills effectively of students through analysis of fact and opinion using stories from local newspapers of racial harassment.

115. The assessment of individual students' needs is thorough and used in drawing up individual learning plans. Clear targets are set and are linked carefully to the adult core curriculum in literacy and numeracy, as well as the demands of vocational courses. However, there is insufficient focus on setting personal development targets. Students receive constructive feedback in lessons and all students' contributions are valued and treated with respect by teachers and other students.

116. Teachers are adequately qualified and suitably experienced. Good use is made of specialist equipment and learning resources. All accommodation for literacy and numeracy is good and rooms are comfortable. Good use is made of wall displays to celebrate students' achievements. There are computers in all rooms although few teachers use these effectively to enhance and extend learning.

117. There are effective links with the Lancashire Probation Service, and ex-offenders have literacy and numeracy targets set into their court orders. The college is responding to the needs of specific under-represented groups. For example, it has developed courses for Muslim women and courses for families in local primary schools.

118. Learning support is very effective in helping students to remain on their courses. Students commented on the strength of this support. Members of the support staff show expertise in

assessing students' needs and interests and providing activities to include students in the lesson. In one lesson, the support staff member made notes with diagrams for students with dyslexia and co-ordination difficulties which was then used as a discussion point for the students. Learning support is also effective for students who do not speak English as a first language. In one session, the support worker used skimming and scanning techniques with a student, then related the activity effectively to the appropriate vocational area. Reviews and tutorials enable students to reflect on their performance and set new targets.

Leadership and management

119. Managers set a clear direction for maintaining and improving the provision in literacy and numeracy. There is an agreed strategy for skills for life and additional learning support and an effective implementation plan. All teachers are aware of this plan and work collaboratively to achieve it. The college subscribes to the national skills for life agenda, with staff training needs identified and addressed. The college's self-assessment and review is self-critical and largely accurate. Skills for life teachers meet frequently to draw up clear action points and systematically monitor the progress achieved.

Part D: College data

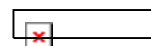
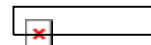


Table 1: Enrolments by level of study and age

Level	16-18 %	19+ %
1	30	34
2	31	23
3	16	12
4/5	0	3
Other	23	28
Total	100	100



Source: provided by the college in autumn 2004

Table 2: Enrolments by curriculum area and age

Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	1,137	503	8
Land-based provision	28	81	1
Construction	278	340	3



Engineering, technology and manufacture	151	334	2
Business administration, management and professional	163	1,507	8
Information and communication technology	906	2,995	17
Retailing, customer service and transportation	21	98	1
Hospitality, sports, leisure and travel	1,109	1,648	13
Hairdressing and beauty therapy	513	558	5
Health, social care and public services	569	1,289	9
Visual and performing arts and media	297	490	4
Humanities	323	346	3
English, languages and communication	864	591	7
Foundation programmes	1,022	1,146	10
Other/unknown	1,432	663	9
Total	8,813	12,589	100

Source: provided by the college in autumn 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	639	379	360	1,169	1,314	2,660
	Retention rate %	56	77	72	74	58	57
	National average %	75	76	76	70	71	71
	Pass rate %	63	64	82	57	77	75
	National average %	67	69	73	68	70	77
2	Starters excluding transfers	985	884	845	1,206	1,244	1,176
	Retention rate %	75	69	69	75	67	64
	National average %	70	71	71	68	68	67
	Pass rate %	63	70	77	59	72	73
	National average %	68	70	73	67	71	73

3	Starters excluding transfers	1,013	854	991	1,412	1,259	854
	Retention rate %	63	68	66	74	66	72
	National average %	70	77	77	68	70	69
	Pass rate %	65	80	81	56	81	74
	National average %	75	77	80	68	71	74
4/5	Starters excluding transfers	*	*	*	278	159	163
	Retention rate %	*	*	*	70	74	68
	National average %	**	**	**	67	68	69
	Pass rate %	*	*	*	48	81	77
	National average %	**	**	**	54	54	58

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

Sources of information:

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

2. College rates for 2000/01 to 2002/03: College ISR.

**numbers too low to provide a valid calculation*

***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)	58	35	7	59
Level 2 (intermediate)	60	38	2	58
Level 1 (foundation)	80	8	12	25
Other sessions	67	29	4	24
Totals	64	31	5	166

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