



ADULT LEARNING  
INSPECTORATE



Office for Standards  
in Education

# **Inspection report**

## **Hull College**

Dates of inspection: 25–29 April 2005

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Reference:

# Contents

Section	Page
<b>Basic information about the college</b>	<b>v</b>
<b>Part A: Summary</b>	<b>1</b>
Information about the college	1
How effective is the college?	1
Quality of provision in curriculum and occupational areas	3
How well is the college led and managed?	5
To what extent is the college educationally and socially inclusive?	5
How well are students and trainees guided and supported?	5
Students' views of the college	6
Other information	7
<b>Part B: The college as a whole</b>	<b>8</b>
Summary of grades awarded to teaching and learning by inspectors	8
Achievement and standards	8
Quality of education and training	10
Leadership and management	13
<b>Part C: Curriculum and occupational areas</b>	<b>16</b>
Construction	16
Engineering	20
Business	23
Hospitality, catering, sport and leisure	27
Hairdressing and beauty therapy	31
Health, social care and childcare	35
Visual and performing arts and media	39
Humanities and English	43

<b>Literacy, numeracy and English for speakers of other languages</b>	<b>47</b>
<b>Foundation programmes - provision for students with learning difficulties and/or disabilities and entry to employment</b>	<b>51</b>
<b>Part D: College data</b>	<b>55</b>
<b>Table 1: Enrolments by level of study and age</b>	<b>55</b>
<b>Table 2: Enrolments by curriculum area and age</b>	<b>55</b>
<b>Table 3: Retention and achievement</b>	<b>56</b>
<b>Table 4: Quality of teaching observed during the inspection by level</b>	<b>57</b>
<b>Notes</b>	<b>58</b>

## Basic information about the college

Name of college:	Hull College
Type of college:	General Further Education
Principal:	Elaine McMahon
Address of college:	Queen's Gardens Hull HU1 3DG
Telephone number:	01482 329943
Fax number:	01482 598733
Chair of governors:	Alex Henderson
Unique reference number:	130579
Name of reporting inspector:	Linda Harwood HMI
Dates of inspection:	25–29 April 2005

## **Part A: Summary**

### **Information about the college**

Hull College is a large general further education (FE) college which provides education and training for the city of Hull and the East Riding of Yorkshire. The college operates on three main sites in Hull: Queen's Gardens and Park Street in the city centre and the Riley Centre in west Hull. A fourth site, Goole College, is located 30 miles to the west of the city and operates as a separate centre. Provision is also offered at the Kingston Communications Stadium. Over 75% of Hull's wards are ranked in the top 25% of most deprived wards in England and Wales. Hull is rated sixth in the country for local concentrations of multiple deprivation. The proportion of school leavers with five or more general certificate of secondary education (GCSE) grades A\* to C is the smallest in the country at 34.8%. The college offers a wide range of full-time and part-time general and vocational programmes from entry level to degree level. Courses are also offered at around 300 community-based venues. The college has 25 franchise partners, mainly offering provision in health and care. The college's mission is to deliver 'high quality vocational and academic education and training, raising the aspirations and prosperity of the local and global community in collaboration with partners'.

In 2003/04, the college enrolled 4,335 full-time students and around 20,000 part-time students. The college has a large entry to employment (E2E) programme, with 300 learners in 2003/04, and extensive apprenticeship programmes, totalling 771 work-based learners. There were approximately 1,700 enrolments of pupils aged 14 to 16 from Hull and East Riding schools on accredited qualifications or on sample taster programmes. Close partnerships with a number of higher education (HE) institutions provide a broad range of programmes including foundation degrees to help students to progress to HE in most areas of learning. The college currently has 845 HE students. Employer links are excellent and the college holds a Beacon award for employer engagement and a regional national training award. The college has a centre of vocational excellence (CoVE) in construction and in ports and logistics, and is a partner in both a food manufacturing CoVE and motor vehicle engineering CoVE. In 2003, the construction CoVE received a Beacon award for its work with 14 to 16 year olds in Hull.

### **How effective is the college?**

The provision is outstanding in construction, sport and dance and drama. It is good in engineering, hospitality and catering, health, social care and childcare, visual and performing arts and humanities and English. Work-based learning provision in construction is also good. Provision is satisfactory in all other areas. The college's key strengths and the areas that should be improved are listed below.

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***Key strengths***

- effective actions to widen participation and raise aspirations in the local community
- good opportunities for progression
- excellent employer links
- some very good specialist accommodation
- excellent resources for students with sensory impairments
- outstanding personal and subject-related support for students
- effective and well-focused staff development
- effective integration of key skills
- excellent financial management
- outstanding provision in some curriculum areas.

***What should be improved***

- the proportion of inspiring and exciting teaching and learning activities
- accommodation and resources in some curriculum areas
- retention and pass rates on some courses
- use of information and learning technology (ILT) to enhance teaching and learning
- overall quality of provision at Goole College.

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	<b>Outstanding.</b> Contributory grade for work-based learning is <b>good</b> . Retention and pass rates are very high. Teaching and learning are good and students benefit from excellent resources. There is a broad range of courses to meet the needs of students, employers and the community. Curriculum management is very good.
Engineering	<b>Good.</b> Contributory grade for work-based learning is <b>satisfactory</b> . Retention and pass rates for most college-based provision are high. There is much good or better teaching and learning. The management of engineering is good, with a clear focus on improving performance. There are strong and effective links with employers. Effective action has been taken to improve retention and pass rates in work-based learning.
Business	<b>Satisfactory.</b> Teaching and learning are satisfactory or better overall although some teaching is dull and uninspiring and fails to gain students' interest. Pass rates are consistently low in word processing at levels 1 and 2. Employer links are excellent and there is good progression from entry level to higher level courses. Support for students is good.
Hospitality, catering, sport and leisure	<b>Good.</b> Contributory grade for sport is <b>outstanding</b> . Pass rates are high on many courses, but retention rates are low on national vocational qualification (NVQ) level 2 in catering. There is much good and some very good teaching. Facilities and partnerships in sport are outstanding. In catering, strategies to improve retention rates are effective, but monitoring of progress against action points is poor.
Hairdressing and beauty therapy	<b>Satisfactory.</b> Contributory grade for work-based learning is <b>satisfactory</b> . Pass rates are high on many courses. Retention rates are high on beauty therapy courses, but on several NVQ courses they are low. Students' practical and artistic skills are of a high standard, but activities in some lessons make few demands on students. There are too few clients to provide a realistic working environment and aspects of quality assurance are ineffective.



Area	Overall judgements about provision, and comment
Health, social care and childcare	<b>Good.</b> Teaching and learning are good. The area is managed effectively and retention and pass rates are rising. The scope and range of courses are good and effective partnerships with local agencies have been developed. Staffing levels at the Goole site are unsatisfactory.
Visual and performing arts and media	<b>Good.</b> Contributory grade for dance and drama is <b>outstanding</b> . There is much exciting and stimulating teaching, and some outstanding practical work. Pass rates are high on many courses. Physical resources are excellent overall and in performing arts and media they are close to professional standards. The area is managed effectively and there are strategies in place to raise the low retention rates on national diploma courses.
Humanities and English	<b>Good.</b> Pass rates are high on GCSE and general certificate of education (GCE) humanities courses. Retention and pass rates are high on access and GCSE English courses. For access students, there is good teaching, excellent guidance and support and good progression. Retention rates are low in some GCSE and GCE subjects with teaching that sometimes fails to meet the needs of all students. There is insufficient use of ILT in humanities.
Literacy, numeracy and English for speakers of other languages	<b>Satisfactory.</b> Retention and pass rates are high on key skills application of number and communication, but there are low pass rates on level 2 numeracy for adults. Teaching is good in literacy and numeracy workshops and there is extensive support for Skills for Life students across the college. Some learning activities are dull and uninspiring and there is insufficient monitoring of students' progress. There is an innovative in-house Skills for Life training programme for staff. Skills for Life provision at Goole College is inadequate.
Foundation programmes – provision for students with learning difficulties and/or disabilities and entry to employment	<b>Satisfactory.</b> Students' achievements overall are good and there is good progression for E2E learners. Resources for students with sensory impairments are excellent, but some accommodation is unsatisfactory. Members of staff give highly effective support, but there is insufficient planning for individualised learning and too little variety of teaching methods. Integration of the three core elements of the E2E programme within the college is underdeveloped.

**How well is the college led and managed?**

Leadership and management are good. Governors and senior managers provide purposeful leadership and the college is committed to widening participation and to raising the low achievement levels in its local communities. Partnership and collaborative arrangements are used well to broaden the curriculum and the college is responsive to the needs of employers. Equality of opportunity and inclusion are well promoted. Financial management and the quality of management information are excellent. Systems for planning and monitoring performance are well established and income has doubled over a four-year period. Overall retention and pass rates have risen steadily, but they are still low on some courses in some areas. Most curriculum areas are well managed and quality assurance procedures are used effectively to identify areas for improvement.

**To what extent is the college educationally and socially inclusive?**

Hull College's response to educational and social inclusion is outstanding. The college provides a wide range of vocational and academic courses from entry level to level 4 to meet the needs of its local communities. A well-planned range of courses and support is provided for the local community of asylum seekers. Strategies to widen participation and help students to progress are effective. Courses are provided in different formats to attract and retain students, for example, taster days, weekend provision, open learning, daytime and evening classes and, more recently, e-learning. The college works very well with local schools, community groups and businesses to attract students who are not usually well represented in FE. It has devised its own training course for staff involved in the delivery of courses to 14 to 16 year old pupils. The equal opportunities policy is comprehensive and takes account of recent legislation. All staff and students are aware of their rights and responsibilities with regard to equality and diversity. The college has a building designed specifically for students with visual or hearing impairments. Most buildings have good access for people with mobility difficulties. Free childcare facilities for students are provided on site.

**How well are students and trainees guided and supported?**

Support and guidance for students are outstanding. Student support services are based in a central and welcoming location on the main college site. There is a good range of course information available, and students are provided with information about the range of college services during an effective induction programme. As part of this induction process, an initial assessment of students' literacy and numeracy needs is followed by an offer of additional support where appropriate. Personal tutors are well supported by senior tutors to provide a comprehensive group and individual tutorial programme. A team of learning mentors has a key role in monitoring students' attendance. Data on students' prior attainments are used effectively to set targets and measure progress on most courses. Welfare support is comprehensive and take-up is good. The college has good arrangements in place to respond to child protection issues. There is an effective anti-bullying policy. Students

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receive good advice on progression into employment or further training in their curriculum areas, and there is good progression into HE.

### **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, approachable and well-qualified staff
- tutorials and support for students
- interesting lessons and good teaching
- range of courses and additional activities
- helpful feedback to bring about improvements
- friendly, safe and relaxed atmosphere
- account taken of students' views
- making friends and working with new people
- helpful induction to settle into the college
- the opportunity of a second chance and improved employment prospects.

#### ***What they feel could be improved***

- car parking
- number of computers
- size of canteen and large queues
- no lockers
- timing of some lessons
- some classrooms are too crowded and hot.

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**Other information**

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

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## Part B: The college as a whole

### Summary of grades awarded to teaching and learning by inspectors

Aspect and learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16–18	62	33	5
19+ and WBL*	67	30	3
Learning 16–18	62	34	4
19+ and WBL*	67	30	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. The college offers courses for full-time or part-time students in all 14 areas of learning as defined by the LSC. The inspection sampled provision in 10 curriculum areas.
  2. In lessons, students generally work at, or above, the level expected. Attainment is particularly high in lessons in construction, hospitality, sports and leisure, visual and performing arts and on access programmes. Attainment in hairdressing and beauty therapy is satisfactory.
  3. Overall, students develop their personal and independent learning skills well. In most areas, they become confident learners and make good progress. Students develop their occupational skills effectively and have a good understanding of health and safety. Students in construction, sports, and visual and performing arts demonstrate high standards of practical skills. Construction students, for example, produce high-quality and appropriately detailed plans using industry-standard software. Art and design students produce highly creative work in their sketchbooks which they use effectively as a working record of experimentation and the development of ideas.
  4. Students take part in classroom discussion willingly and can evaluate complex ideas. For example, in a lesson in health and social care, they showed a good understanding of the social and psychological effects of substance misuse and, in a humanities lesson, students took part in a purposeful and well-articulated debate about the ethics of modern art. Students on foundation and E2E programmes progress to further study or employment. Progression to HE is good.
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5. The overall level of attendance in lessons observed by inspectors was 78%, compared with a sector average in 2003/04 of 77%. Attendance was highest in visual and performing arts, at 83%, and in hospitality and sports and leisure, at 82%, and lowest in hairdressing and beauty therapy, at 74%.

6. In the following paragraphs on college achievements, the college rates are compared with all general FE/tertiary colleges in England between 2001 and 2003.

7. Summary data on retention and pass rates at a college-wide level show that overall the college is performing above the national averages for colleges of this type. The only exceptions are the retention rates at level 2 for 16 to 18 year olds and at level 3 for adults, which were both close to the national averages in 2003/04. On the measure of success rates, which is the proportion of enrolled students who achieve their qualification, trends indicate a steady improvement in each year from 2001.

### ***16 to 18 year olds***

8. There has been a steady improvement in retention and pass rates over the period 2001/02 to 2003/04. In 2002/03, retention and pass rates at levels 1 to 3 placed the college in the middle 50% of colleges of a similar type. The retention and pass rates on short courses have remained consistently above national averages between 2001 and 2004.

9. In 2003/04, retention rates exceeded the national average by 7% at level 1, rose to the national average at level 2, and exceeded the national average by 3% at level 3. Fewer students had left their programme by April 2005 than at the same point in the previous year, indicating a further rise in current year retention rates, particularly at level 2. In 2003/04, pass rates at both levels 1 and 2 exceeded national averages by 9%, and at level 3 rose to 3% above the national average.

10. Students make good progress and achieve well on vocational programmes taking into account their qualifications on entry. In 2003/04, the overall performance of students on advanced subsidiary level (AS-level) and general certificate of education advanced level (GCE A-level) courses was in line with that predicted from their incoming attainment at GCSE. When compared with similar colleges, performance is better in AS-level psychology, law and chemistry, and less good in AS-level English literature.

11. There are currently 771 work-based learners, predominantly in construction, engineering and hairdressing. In 2003/04, completion of frameworks within planned timescales was low. The rate of framework completion has improved in 2004/05, particularly in construction and engineering. Of the 213 learners leaving their programmes during the period August 2004 to March 2005, 44% of advanced apprentices and 36% of apprentices had completed their frameworks, compared with 31% of advanced apprentices and 17% of apprentices during the same period in the previous year.

12. Retention and pass rates for key skills rose significantly between 2001 and 2004. Of the 3,053 students aged 16 to 18 entered for key skills qualifications in 2003/04, 88% were

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retained and 71% were successful compared with the national averages of 71% and 41% in 2001/02. For all college entrants in 2003/04, other than work-based learners, the pass rate in application of number at level 1 was 84% and at level 2 was 56% compared with national averages of 28% and 16% respectively. In communications, the pass rate at level 1 was 86% and at level 2 was 56% compared with national averages of 30% and 28%, respectively. In information technology (IT), the pass rate was 70% at level 1 and 66% at level 2 compared with national averages of 27% and 22% respectively.

### ***Adult learners***

13. In 2002/03, retention and pass rates at levels 1 to 3 placed the college in the middle 50% of colleges of a similar type. In 2003/04, the retention rate at level 1 rose to 14% above the national average. Retention rates at level 2 have remained stable, but are consistently above national averages, and retention rates at level 3 declined to slightly above the national average in 2003/04. Fewer students had left their programme by April 2005 than at the same point in the previous year, indicating a further rise in retention rates in 2004/05.

14. In 2003/04, pass rates at level 1 exceeded the national average by 7% and, at level 2, they showed significant improvement to 11% above national averages. Pass rates at level 3 have risen steadily and were 7% above the national average in 2003/04. Retention rates on short courses have remained high and pass rates have remained consistently above national averages.

15. Of the 473 adults entered for key skills qualifications in 2003/04, other than work-based learners, 82% were retained and 76% achieved their qualification compared with figures of 65% and 24% in 2001/02.

### **Quality of education and training**

16. The quality of teaching, learning and attainment was graded in 205 lessons. Teaching was good or better in 64% of lessons, satisfactory in 32% and less than satisfactory in 4%. The best teaching is in engineering, hospitality and sport, and visual and performing arts, where over 70% of teaching was good or better. There is no unsatisfactory teaching in construction, engineering, business, hospitality and sport, or in health and social care and childcare. The grades awarded for learning are similar to those for teaching. Generally, teaching and learning are better in practical lessons and for adults than for 16 to 18 year olds and for part-time than for full-time students. The proportion of less than satisfactory teaching and learning is below the national average. In some curriculum areas, much teaching is satisfactory, but uninspiring, and fails to motivate students.

17. The more effective lessons are well planned with clear objectives for students. These are well linked to the different needs and interests of students. There is an appropriate pace to learning and lessons include a good variety of interesting activities which motivate students. Teachers use directed questions to check understanding. They ensure that students understand the links between theory and practice. Some teachers use their students'

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workplace experiences effectively to relate theoretical issues to practice. In some lessons, there is good and innovative use of ILT.

18. Where teaching and learning are less effective, planning is weak. Progress is slow and learning activities are dull and uninspiring. In weaker lessons, there is an over reliance on teachers' exposition or worksheets, and a limited use of question and answer techniques. In some lessons, teachers fail to interest or involve students enough.

19. The college employs a large proportion of qualified, experienced teachers and provides training relevant to their roles. There are too few staff in early years provision at the Goole site.

20. Specialist equipment and materials are adequate in all areas of learning and some are of a very high industrial standard, providing opportunities for students to acquire good skills in a realistic working environment. Sports students use a full-sized stadium, visual and performing arts students have purpose-built dance and recording studios and construction students use up-to-date equipment.

21. All accommodation is well maintained and offers a pleasant working environment for students and teachers. New buildings have been added, and existing buildings have been refurbished to cater for the needs of a growing number of students. Space utilisation is good. However, some accommodation is cramped and too hot. There are pleasant social spaces for students, but in the tower block they are crowded at peak times.

22. The library is well stocked with desktop computers and a bank of laptop computers for independent study. The college has a good number of interactive whiteboards and teachers have had initial training in their use. However, ILT is underused in some areas. Students work in a healthy and safe environment.

23. Access is good for people with restricted mobility. One specially designed building has a wide range of adaptive technology which helps students with visual and hearing impairments to study effectively. Lessons are relocated to meet the needs of students where appropriate. The college has a welcoming reception area, with staff trained to receive students whose first language is not English.

24. The assessment and monitoring of students' progress are good. Students receive an assessment of their basic skills needs before they begin their course or during induction. In 2004/05, almost 3,000 tests for literacy and numeracy were carried out. Where additional needs are identified, support is offered in a variety of forms including drop-in workshops, and in-class and individual sessions. College data show rising retention and pass rates among students receiving additional support. There are good links between support staff and subject teachers, with vocational specialists available in some curriculum areas. The preferred learning styles of individual students are identified, but this information is seldom used in planning teaching and assessment methods.

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25. A wide range of assessment methods is used. On most courses, assessed work is returned promptly and written feedback is constructive and helpful. College guidelines on the return of assessed work are not always observed. Students' practical skills are assessed effectively and there are good links between work experience placements and college-based activities. However, there are insufficient assessments in NVQs in fabrication and welding and in care and in early years at Goole. Parents and, where appropriate, employers are kept informed about students' progress.
26. Numbers of qualified assessors and internal verifiers are adequate for most courses, although there are too few for care and early years. Comments from external verifiers' reports are closely monitored and followed up by college managers and curriculum teams, and action points are recorded.
27. The college has developed a system for measuring the success achieved by vocational students against their prior attainment levels. Data are made available early in a student's course to help teachers set appropriate targets. The system has worked well with 16 to 19 year olds and is being adapted for use with adult students. Individual learning plans are used effectively to review progress in most curriculum areas, particularly on business courses, although they are weaker in English for speakers of other languages (ESOL) and for students with learning difficulties and/or disabilities.
28. The college-wide management of work-based learning has been revised and is now good. The rate of framework completion has improved in the current year. Members of staff responsible for carrying out reviews and assessments have been relocated to individual vocational schools. This has improved communication and monitoring of progress. Improvements have been made in setting targets and in recording trainees' progress, and support is focused on those students who have reached their dates for completion.
29. The college provides a range of vocational and academic subjects from foundation level to postgraduate level. It has extensive links with local and international businesses. Learners on vocational courses gain relevant, high-quality experience in the workplace. The curriculum is socially inclusive and takes account of the profile of the local communities. The college provides relevant courses and support for local asylum seekers. High-quality, free childcare facilities for students open up learning opportunities to many more people. Architects worked with students to design a building to meet the specific needs of people with hearing or visual impairments. This building houses adaptive technology, enabling students to study effectively on their chosen courses.
30. The college maintains frequent, productive links with local schools. Vocational training is provided for a large number of 14 to 16 year olds. The college has an accredited training course for teachers involved in this work. A very successful club for 16 to 18 year olds provides a comprehensive range of enrichment activities. However, there are fewer activities specifically for older students.
31. All students can study for qualifications in English, mathematics and IT. A group of 12 key skills development tutors works within the different schools to support staff and
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students, and there are three cross-college co-ordinators. The college has successfully integrated key skills with some areas of learning and is working to extend this to all areas. The college introduced online testing for key skills last year, and attendance and pass rates have risen.

32. Guidance and support for students are outstanding. Prospective students receive good information about the college and the courses available. Course guidance materials are clear and informative, and impartial pre-entry advice and guidance helps students make appropriate choices. Many students meet teachers at taster events before they begin their studies. Induction for students on full-time and substantial part-time courses is thorough. Initial assessment and diagnostic testing identify needs for additional support. Good relations with feeder schools help the college to anticipate needs and allocate appropriate resources early.

33. All students have an entitlement to tutorials. Many tutors have the Business and Technology Education Council (BTEC) accredited advanced award in tutoring. Senior tutors keep records, observe tutorials, and provide staff development. Learning mentors monitor students' attendance and develop enrichment activities. Group tutorials provide an extensive programme of activities, and attendance is high. Students receive good advice on progression into employment or further training in their curriculum areas, and there is good progression into HE. Individual reviews consider progress made against target grades and set action plans to maintain or improve performance. Absent students are contacted promptly by learning mentors.

34. Central student services are located close to the college's main reception area. There is a wide range of welfare support available. All learning mentors have counselling skills qualifications. There are effective procedures to meet the needs of students with learning difficulties and/or disabilities, including specialist resources for hearing and visual impairments and behavioural and mental health related needs. The college conducts in-house dyslexia assessments.

35. The college makes adequate provision for child protection. There is a policy in place, a designated senior post-holder responsible for child protection, and all senior tutors are identified child protection advisers. There is an effective anti-bullying policy.

36. Monitoring of the quality of support services is good. The college conducts students' satisfaction surveys and convenes students' forums. The roles and effectiveness of the learning mentors are reviewed regularly. There is a clear career structure for support staff and appropriate opportunities for training.

### **Leadership and management**

37. Leadership and management are good. At the time of the inspection, both the principal and deputy principal had been in post for less than 12 months. Governors and senior managers provide purposeful leadership. The principal has a consultative management style, managers are approachable and communication across the college is effective.

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Management systems and procedures are well established. The college is committed to widening participation in education and training and to raising the low levels of achievement in the local communities.

38. The curriculum was broadened considerably during the four years prior to the inspection and enrolments doubled. Many students are recruited from areas with significant levels of deprivation. Students are well supported and, despite increases in the proportion of vulnerable students and those with challenging behaviour attending college, retention and pass rates have risen steadily since the last inspection. Retention and pass rates were at, or above, the national averages for adults and young people at all levels in 2004. Good use is made of external links and partnership arrangements to broaden the curriculum. Collaborative working with employers is strong and the college holds a Beacon Award for employer engagement. Working relationships with schools are good.

39. Governance is good. Governors conduct their business efficiently, supported by a clerk who was new in post at the time of the inspection. There is an appropriate induction programme for new governors and they are briefed regularly on educational developments. Governors are committed to the success of the college and to raising levels of achievement in Hull. They work well with senior managers, receive clear financial and academic reports and monitor the performance of the college and the quality of teaching and learning carefully. Governors bring a wide range of skills and experience to the task of setting the strategic direction of the college. Following the appointment of the new principal, they reviewed and revised the mission of the college. Extensive consultation was undertaken before a new strategic plan was adopted with a focus on raising literacy and numeracy levels, developing the curriculum and improving the quality of teaching and learning.

40. The leadership and management of six of the curriculum areas inspected and the access to HE course are good. In construction, self-assessment is thorough and improvement targets are challenging, but achievable. Students' progress and the performance of programmes are monitored well in engineering. Teachers are well motivated in the visual and performing arts and are demonstrably improving quality. Equality of opportunity is promoted well in health and social care and childcare. Effective action has been taken to address weaknesses in business. Hospitality, sport and leisure are well managed, but reviews of catering programmes are not sufficiently evaluative. Leadership and management of the other five areas inspected are satisfactory. The manager of literacy, numeracy and ESOL is new in post and is implementing changes to bring about improvements. Quality assurance is unsatisfactory in hairdressing and beauty therapy and in provision for students with learning difficulties and/or disabilities.

41. The quality of management information is excellent and supports the implementation of quality improvement strategies. Quality assurance procedures are comprehensive, understood by staff and applied systematically. Procedures for reviewing courses and setting improvement targets are well established. However, there is not consistent improvement across all courses and curriculum areas. Some action plans do not

clarify how weaknesses will be addressed and lack clear targets for bringing about improvements.

42. Lesson observations are conducted effectively and used in annual appraisals and college self-evaluation procedures. Support and mentoring are introduced to bring about improvement when teaching is found to be unsatisfactory. The percentage of unsatisfactory teaching is below the national average for general FE colleges. Staff development opportunities are well planned with innovative approaches such as the specific course for those teaching 14 to 16 year olds. The self-assessment report, prepared prior to the inspection, identified most of the weaknesses and areas for improvement highlighted by inspectors although the college underestimated the strengths in several areas when grading the provision.

43. The college promotes equality of opportunity and diversity effectively. The proportion of students from minority ethnic groups attending the college has grown steadily to 5% at the time of the inspection compared to 1.9% in the local population. Over a four-year period, the proportion of enrolments from areas of deprivation has increased by 22% and the proportion of enrolments on to foundation level provision has increased by 70%. There is extensive provision for adults and young people with low achievement levels and for those who need to improve their literacy, numeracy or language skills. Young people aged 14 to 16, pupils excluded from school and asylum seekers are well catered for. There are clear procedures for child protection and the college promotes the welfare of vulnerable young people both through its pastoral care services and initiatives such as breakfast clubs. Good community-based opportunities are offered for students who lack confidence and are not ready to follow programmes at the main college sites. The performance of students from different minority ethnic groups is reviewed carefully. There are appropriate policies and implementation plans relating to race equality and the college complies with the requirements of the Race Relations (amendment) Act 2000. Most areas of the college are accessible to students with limited mobility. Students with special educational needs are well supported and the college is meeting its obligations under the Special Educational Needs and Disability Act 2001 (SENDA).

44. Financial management is excellent. Recruitment and funding targets are met and the college regularly generates operating surpluses. Enrolments, retention rates and income generation are monitored regularly by senior managers. The college has well-established systems for determining the cost effectiveness of different programmes, and for financial planning and budgeting. Budgets are delegated and governors and managers receive clear and timely financial reports. On the basis of overall success rates which are above the national average for similar colleges, teaching groups which are slightly larger than the national average and the efficient deployment of staff, the college provides good value for money.

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## **Part C: Curriculum and occupational areas**

### **Construction**

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

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

#### *Strengths*

- very high retention and pass rates
- good teaching and learning
- excellent physical and staff resources
- very good observation of assessment in the workplace
- broad range of craft programmes
- very well-managed curriculum.

#### *Weaknesses*

- insufficient planning of some theory teaching.

#### *Scope of provision*

45. Courses are available in carpentry and joinery, plumbing, brickwork, painting and decorating, electrical installation and plastering from entry level to level 3. The college provides on-site assessment and training, which give experienced workers the opportunity to gain recognised qualifications. There are technical and professional courses in construction, including national diplomas and certificates in building studies, and higher national certificates. The construction area has been recognised as a centre of vocational excellence (CoVE) since 2002. There are currently 1,946 students on construction courses, the largest proportion of whom are full-time students. A total of 319 are studying part time, 616 are on work-based learning programmes and a further 128 are from local schools.

#### *Achievement and standards*

46. There are very high, and some excellent, retention and pass rates on college-based courses. Pass rates on the NVQ level 1 wood occupations, NVQ level 2 plumbing and NVQ level 2 wood machining courses were 100% in 2003/04. The retention rate is very high on the NVQ level 3 in wood occupations. On the intermediate construction award, retention rates have risen to significantly above the national average. However, pass rates, although

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consistently above national averages, have declined over three years. On the national certificate in building studies at level 3, pass rates are high and rising.

47. The achievement of work-based learning frameworks is now satisfactory. In 2002/03, of the 153 trainees who started, 40% completed full frameworks and 20% are still in learning. The area provides full apprenticeship frameworks for a national training provider. Achievement rates for these learners are amongst the highest in the United Kingdom at 89%.

48. The standard of work produced by most students is high. Students demonstrate competent skills for the workplace. There are good examples of written work, including detailed construction plans produced to a high standard using industry-standard computer software.

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

Qualification	Level	Completion year:	2002	2003	2004
Foundation construction award	1	No. of starts	*	88	138
		% retention	*	76	89
		% pass rate	*	90	93
NVQ in wood occupations	1	No. of starts	**	19	22
		% retention	**	95	86
		% pass rate	**	89	100
Intermediate construction award	2	No. of starts	91	78	53
		% retention	47	58	96
		% pass rate	86	82	73
National certificate in building studies	3	No. of starts	20	28	17
		% retention	55	79	59
		% pass rate	82	82	90
NVQ in wood occupations	3	No. of starts	28	37	37
		% retention	93	100	100
		% pass rate	96	86	92

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

*\*course did not run*

*\*\*fewer than 15 students enrolled*

### ***Quality of education and training***

49. Teaching and learning are good. Practical lessons are planned to ensure students have adequate supplies of tools, consumable materials and working areas, and students make very good progress. Teachers use their industrial experience to support students as they attempt new tasks. In the carpentry and plumbing workshops, teachers learning assistants and technicians provide effective team teaching.

50. In the best theoretical lessons, good planning ensures a range of activities which maintain students' interest. In some lessons, there is good and innovative use of ILT. For example, in an electrical installation lesson, students were working in small teams to undertake an inspection and testing procedure on a wiring system. An interactive whiteboard was used in the workshop, with a number of short video presentations from the college's virtual learning environment. In the less effective theory lessons, plans are insufficiently detailed, do not link clearly to schemes of work, and do not contain a sufficient range of activities. Work-based learners develop good practical skills and broaden their knowledge and understanding.

51. There are excellent physical resources. All workshops are well equipped with high-quality, up-to-date tools and equipment. Specialist equipment is provided for students such as state-of-the-art electrical testing equipment, brand new testing apparatus in the construction technology laboratory, and a range of new woodworking machinery. Certain areas of the wood machine workshop are often not in view of the teacher, which creates a health and safety hazard. The workshops at the Preston Road site are a good working environment for E2E learners. The area has a well-equipped, dedicated learning resource centre. Most teachers are very well qualified. Members of staff who visit learners in the workplace are nearly all occupationally competent.

52. There is very good direct assessment in the workplace. Collection of evidence from other sources, such as from work-based recorders, is also good. Assessors monitor closely the performance of learners, although central systems for keeping this information are not yet fully developed. Reviews in the workplace are satisfactory, and target setting has improved. Assessment of students' performance in the college is thorough. Internal verification is effective.

53. There is a broad range of construction craft courses available at the college. As part of the CoVE initiative, short courses in plastering and textured coatings have been developed. Licences to work in the gas industry are provided in the college's gas accreditation centre. The area has two Beacon Awards for employer engagement and for 14 to 16 partnerships with the Construction Industry Training Board (CITB).

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54. Initial assessment is thorough. Arrangements for induction are effective. Full-time craft students can sample different crafts during the first two weeks of their course, as an introduction to construction. They receive information on courses and health and safety. Tutorials for full-time students are held regularly, but targets set lack detail.

***Leadership and management***

55. Leadership and management of the construction curriculum area are very good. The process of self-assessment is thorough and inclusive. Ambitious, yet realistic, targets for retention and pass rates are set at all levels. Communication is very good. Changes in the management of work-based learning have led to significant improvements. The achievement of frameworks is now satisfactory and current cohorts due for completion at the end of the academic year are making good progress. The CoVE is very well managed and has had a significant impact on raising standards, increasing participation, engaging with industry, and sharing good practice amongst providers, both regionally and nationally. Equality of opportunity is well promoted.



## **Engineering**

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

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

### ***Strengths***

- high retention and pass rates
- much good or better teaching and learning
- very effective support and monitoring of students' progress
- good relationships with employers
- effective management actions to secure improvement.

### ***Weaknesses***

- low retention of apprentices and low retention rate on the national diploma in electrical and electronic engineering
- insufficient assessment in work-based learning for fabrication and welding.

### ***Scope of provision***

56. The college offers a broad range of courses from level 1 to level 3 in motor vehicle, mechanical engineering and electronics. In addition, there is provision in fabrication and welding and computer-aided design (CAD). There are 462 students on the NVQ level 2 in performing manufacturing operations and 55 on national diploma programmes. Approximately 70 students are studying on the Institute of Motor Industries (IMI) award in vehicle maintenance and 105 are enrolled on CAD courses. There are 127 learners on work-based learning programmes, mainly in motor vehicle and mechanical engineering.

### ***Achievement and standards***

57. Retention and pass rates for most college-based courses are high. On the national certificate in manufacturing engineering, retention rates rose over three years to significantly above the national average. Key skills pass rates have also risen significantly in the last three years. There is low retention of apprentices. Retention rates are low on the national diploma in electrical and electronic engineering. Students' attendance is good and they produce practical and written work of at least a satisfactory standard. Many are able to work on modern equipment and produce work of a high standard.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
IMI award in vehicle maintenance and repair 1 year	1	No. of starts	*	60	44
		% retention	*	73	82
		% pass rate	*	66	89
NVQ in performing engineering operations	2	No. of starts	21	67	59
		% retention	81	66	78
		% pass rate	76	91	89
NVQ in performing manufacturing operations	2	No. of starts	260	197	411
		% retention	88	96	90
		% pass rate	94	97	96
National certificate in manufacturing engineering	3	No. of starts	84	76	37
		% retention	68	76	92
		% pass rate	95	93	97
National diploma in electrical and electronics engineering	3	No. of starts	47	33	19
		% retention	53	58	42
		% pass rate	76	89	100

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

\*course did not run

***Quality of education and training***

58. There is much good or better teaching and learning. The best lessons are well planned and objectives are made clear to students. In good theory lessons, lecturers use practical examples to illustrate the underlying principles. Lessons are well paced and contain a range of activities. Teachers use directed questions to check understanding. ILT is used effectively to support teaching and learning. In practical lessons, there is a clear focus on safe working practices. Training in the workplace is usually given on a one-to-one basis by an experienced tradesperson. In the less effective lessons, plans lack detail and do not state

clear learning outcomes. Some lessons are disrupted by students arriving late. Teachers use general questions and do not develop or explore learning points with students.

59. Resources used for the training of apprentices range from satisfactory to good. Teachers are vocationally well qualified and have good industrial experience. Health and safety are emphasised during induction and students know the safety standards. However, they are not always provided with a permanent record of the risk assessment for the processes they work on.

60. Initial assessments are used to determine the support needed to meet literacy and numeracy needs. However, not all students receive their assessment results or are given an opportunity to discuss the outcome. Diagnostic testing for specific needs does not always take place. Assessment for learners in the workplace is particularly thorough in motor vehicle and mechanical engineering. In motor vehicle, most assessment evidence is derived from the workplace. It is well recorded and good use is made of all potential sources of evidence. There is good target setting during progress reviews. Internal verification for these courses is particularly thorough. However, for the 20 fabrication and welding learners, current assessment arrangements are poor and this has affected their motivation and progress.

61. The area offers a wide range of provision in the major engineering disciplines. Clear progression routes exist from levels 1 to 3. However, there is no technician route in motor vehicle studies and there is no entry provision in mechanical engineering or electronics. Strong partnerships exist with local schools to deliver the dual award GCSE in engineering. Excellent relationships with employers have led to the college gaining a reputation as a provider of high-quality training.

62. Support and monitoring of students' progress are very effective. Tutorials are well planned with a defined curriculum for groups and a comprehensive framework for one-to-one meetings. Students' progress is well monitored. Feedback is comprehensive and agreement is reached on what students need to do to achieve. Support for apprentices is good. Reports to students, however, are not always completed fully and the comments made in some reports are cursory. There are particularly good flexible arrangements for supporting learners in the workplace.

### ***Leadership and management***

63. The management of the area is good with a clear focus on improving performance. Teachers are fully involved in the self-assessment process and action plans are reviewed at regular planned team meetings. The use of equality and diversity data has recently been introduced and is enabling managers to measure progress and set targets. Students are aware of equality and diversity and are clear about what they should do if they are bullied or harassed. The management of work-based learning is good and effective action has been taken to raise retention and pass rates. The inadequate assessment practices in fabrication and welding have delayed the progress of apprentices.

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**Business**

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

***Strengths***

- high retention and pass rates on NVQ level 2 administration in 2003/04
- excellent links with employers
- very good support for students
- good progression from entry level to higher level courses.

***Weaknesses***

- low pass rates on word processing at levels 1 and 2
- low retention rates on the diploma in health service reception and in GCE A-level accounting
- much dull and uninspiring teaching.

***Scope of provision***

64. The school of business provides full-time courses from entry level to level 3. The part-time provision ranges from level 1 to foundation degree programmes. There are courses leading to NVQs in administration and accounting. Courses in management, personnel, and professional development are provided at the Kingston Communication Stadium in purpose-built accommodation. A total of 2,228 students were enrolled on business, professional and management courses in 2004/05, of whom 91 were full time.

***Achievement and standards***

65. Retention rates for 16 to 18 year olds have risen at all levels and are close to the national averages. Retention rates for adults at level 1 are below the national average, but retention rates on the NVQ in administration rose considerably in 2003/04. Retention rates on the diploma in health service reception and the GCE A2 accounts course are low. Pass rates for 16 to 18 year olds on long qualifications are significantly below the national averages at all levels. Adult pass rates are above national averages at levels 2 and 3, but below the national average at level 1. On the NVQ level 2 in administration, pass rates were high in 2003/04. Pass rates on word processing stages 1 and 2, however, are very low.

66. Students arrive promptly for lessons and attendance is close to the national average. The standard of students' work in lessons is at least satisfactory, and students respond well to questions. In a level 3 management lesson, students applied management strategies to identify solutions to a current industrial issue.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Initial award in office studies	1	No. of starts	30	31	25
		% retention	70	71	72
		% pass rate	90	91	100
Word processing stage 1	1	No. of starts	172	144	80
		% retention	85	80	78
		% pass rate	48	50	44
NVQ in administration	2	No. of starts	34	51	48
		% retention	71	71	81
		% pass rate	21	83	97
Diploma in health service reception	2	No. of starts	29	29	22
		% retention	69	69	68
		% pass rate	80	75	53
Word processing stage 2	2	No. of starts	80	104	42
		% retention	89	79	86
		% pass rate	58	32	33
Advanced vocational certificate of education (AVCE) (double award) in business	3	No. of starts	40	33	16
		% retention	43	61	88
		% pass rate	59	30	93

Qualification	Level	Completion year:	2002	2003	2004
AVCE in business	3	No. of starts	*	30	35
		% retention	*	87	71
		% pass rate	*	50	36

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

\*course did not run

### **Quality of education and training**

67. Teaching and learning are satisfactory. Teachers are knowledgeable and enthusiastic about their subjects and have a good rapport with students. In effective lessons, teachers use reinforcement of students' responses to boost confidence. However, too much teaching is dull and uninspiring. In weaker lessons, there is an over reliance on teacher input and a limited use of questions. Lesson plans sometimes lack detail and activities are not sufficiently varied to stimulate the more able students or develop the understanding of the less successful students. Some printed teaching materials are poorly produced. Resources such as data projectors are not used effectively. For example, in one lesson a teacher used an overhead projector on a screen which already had writing on it, detracting from the information given.

68. Accommodation and resources are generally good. Library facilities are good. Students have open access to periodicals and CD ROMs. Many classrooms have good displays to illustrate students' work. Teachers are well qualified and have recent industrial or commercial experience. The main workshop is too noisy for effective teaching. Accommodation at the Kingston Communication Stadium is excellent and is purpose built for higher level management and professional courses.

69. Assessment and monitoring of students' progress are satisfactory. Students have individual learning plans and progress is monitored through the tutorial process with agreed targets for improvement. Students value this process. Feedback on assessments is particularly thorough on the first diploma in business course.

70. Links with employers are excellent. Students are encouraged to complete work placements through the college's liaison with local employers. Employers give presentations to students on various aspects of business. There is very good progression from entry level to higher level courses. A range of new business courses has been designed specifically to meet local needs.

71. Support for students is very good. Good advice and guidance help students enrol on the appropriate course. A welcome day is held for those students who enrol early. Student services notify tutors of any learning support needs and appropriate additional support is

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arranged promptly. Attendance has improved as a result of rigorous monitoring of absences by the curriculum area learning mentor.

***Leadership and management***

72. Leadership and management of the business area are now good. There have been recent changes in the management of the area and new systems and procedures have been introduced. Attendance and retention rates have risen, but it is too soon to assess the impact on pass rates. The curriculum has been redesigned to better meet students' and employers' needs. There is a comprehensive staff development programme for all staff. Self-assessment is thorough and inspectors agreed with most of the strengths and weaknesses identified by the college. The effectiveness of quality assurance varies among courses. Equal opportunities are promoted adequately.

**Hospitality, catering, sport and leisure**

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

The contributory grade for provision in sport is **outstanding (grade 1)**

***Strengths***

- high pass rates on many courses
- much good teaching and learning
- excellent facilities for sports
- outstanding partnerships with external agencies in sport
- effective strategies to improve retention rates.

***Weaknesses***

- low retention rates in NVQ level 2 catering and low apprenticeship framework achievements
- poor monitoring of action points in catering.

***Scope of provision***

73. Full-time courses are offered at Hull College in craft catering and sport at levels 1 to 3 and at level 2 in bakery and reception. At Goole there is a full-time programme in catering at levels 1 and 2. There are currently 330 full-time students, of whom 254 are aged 16 to 18. Of these, 60% study sport and 40% catering. There is a wide range of part-time and short courses in hospitality. Short courses in sports include exercise and fitness coaching. Part-time and short course students are mostly aged over 19 and make up 87% of all students. There is collaborative 14 to 16 provision in catering and sports for 96 secondary school pupils in years 10 and 11.

***Achievement and standards***

74. There are high and improving retention and pass rates on many sports courses and high pass rates on NVQ catering courses. Pass rates on key skills awards are high. Only half the students on NVQ level 2 catering complete their course and few apprentices achieve the full framework. There is good progression from most courses. Catering students work confidently and carefully in practical kitchens. Students on NVQ level 3 courses are informed, confident and professional. In sport, students display very good practical skills at industry standards. Most sports students make excellent progress. Attendance is high and students are punctual.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
NVQ in preparing and serving food *	1	No. of starts	**	19	27
		% retention	**	89	93
		% pass rate	**	82	100
National pool lifeguard qualification	2	No. of starts	33	53	51
		% retention	94	94	100
		% pass rate	100	98	100
NVQ in catering and hospitality (food preparation and cooking)	2	No. of starts	82	61	50
		% retention	50	49	50
		% pass rate	83	90	88
First diploma in sport and exercise science	2	No. of starts	34	34	41
		% retention	82	71	88
		% pass rate	79	63	92
Advanced food hygiene certificate	3	No. of starts	18	20	15
		% retention	83	90	87
		% pass rate	73	94	85
National diploma in science – sport	3	No. of starts	60	55	51
		% retention	48	55	71
		% pass rate	76	83	100

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

\*NVQ in catering and hospitality (food preparation and cooking) in 2002/03

\*\*data not available

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***Quality of education and training***

75. There is much good teaching and learning. Lessons are well planned with clear learning objectives which are shared with students and used to check their learning at the end. Lessons include a good range of activities which gain students' interest. Most teachers manage lively groups well and achieve productive outcomes from them. In sport, teachers draw effectively on their experience to illustrate theoretical concepts and make lessons relevant and exciting. They use questions to stimulate discussion and check students' learning. Teachers provide clear information in a confident and lively manner and students remain interested and attentive throughout. Individual and small group tasks make good demands on students and stimulate much discussion and analysis. Practical sports lessons underpin the learning of theoretical concepts successfully. In practical catering lessons, clear guidance is given on the development of cookery skills. There is a strong focus on developing students' appreciation of the flavour, colour and appearance of food commodities and finished dishes.

76. Teachers are well qualified and experienced. Facilities for sport at the learning zone in the Kingston Communication Stadium are excellent. The outdoor pitches and large indoor sports hall and fitness suite are complemented by access to external resources provided through outstanding external partnerships. In catering, there is an adequate number of practise kitchens, but they are often too small for the size of groups using them. The new production kitchen is particularly cramped at lunch times when members of the refectory staff also operate in the area. Only this kitchen has modern equipment reflecting up-to-date industry facilities. The new training restaurant provides an excellent, large realistic work environment. Catering students use a range of industry-standard information and communications technology (ICT) applications.

77. In sport, assignments are creative, provide very good opportunities to gain higher grades, incorporate key skills and are interesting and relevant. Teachers give timely and appropriate feedback. Assessment on NVQ catering courses is well organised and includes good work-based assessment for part-time students and those on work placements. Internal verification is robust.

78. There is a good range of courses for school leavers, and in catering for part-time adult students. Full-time courses in sport are enhanced by the football and rugby academies which link professional sporting performance with excellence in education. Additional links with many of the community groups and sports projects located at the Kingston Communications Stadium further enhance students' experience. Part-time short courses have recently been launched as joint projects using sport to encourage reluctant students back into learning. An alternative curriculum is provided for pupils aged 14 to 16 and the GCSE revision clubs are helping to raise achievements and aspirations. Full-time catering students undertake annual work placements, additional courses in food safety and bakery, visits to catering operations and trade exhibitions, overseas study tours and competition work.

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79. An extended induction period for new students allows time for a more complete assessment of their ability and needs, resulting in the allocation of students to courses best suited to their potential. The regular group and individual tutorials are valued by students and are seen as helping them stay on their course and succeed. In catering, the use of learning advisors and additional learning support tutors provides less able students with additional basic skills support to succeed in their vocational studies.

***Leadership and management***

80. Management of the curriculum area is good. Strategies to improve retention rates are effective and well informed by accurate management information. The sport curriculum area has strong and effective leadership. Managers support teachers well and internal communication is good. Teachers contribute effectively to the self-assessment of the curriculum area but, in catering, some self-assessment reports are insufficiently evaluative and the actions identified are not managed effectively to bring about improvements. The wide ability range of students in catering reflects the commitment of staff to providing equality of opportunity, but there is no explicit promotion of equality and diversity through curriculum planning.

## **Hairdressing and beauty therapy**

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

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

### ***Strengths***

- high retention rates on most beauty therapy courses
- high pass rates on many courses
- good development of practical skills
- innovative additional programme to develop students' artistic and creative skills.

### ***Weaknesses***

- low retention rates on several NVQ courses
- lack of stimulating activities in too many lessons
- insufficient clients to provide a realistic work environment
- unsatisfactory quality assurance.

### ***Scope of provision***

81. The college offers a range of full-time courses in hairdressing and beauty therapy at levels 1, 2 and 3. Part-time courses include Indian head massage, reflexology, nail treatments and depilation. The provision is located mainly at the Hull site with some courses offered at the Goole and Preston Road sites. There are 370 full-time students, most of whom are aged 16 to 18 and 150 of whom are adults. There are 633 adult students on part-time courses, 25 advanced apprentices and 143 apprentices on work-based learning provision, and 124 pupils aged 14 to 16 from local schools.

### ***Achievement and standards***

82. Retention rates are high on the national diploma in beauty therapy, certificate in nail treatment and the diploma in Indian head massage. However, retention rates are lower on several NVQ courses. There are high pass rates on most courses, including the certificate in nail treatments, where they have been well above the national average for the past three years. In hairdressing and beauty therapy at NVQ level 2, there has been a steady rise in pass rates. Key skills are well integrated with the curriculum. Framework achievements in work-based learning for the advanced apprenticeships have fluctuated, but are generally satisfactory.

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83. There is good development of students' practical skills. Students on hairdressing work-based learning programmes work to commercial standards, are productive members of staff in the workplace and complete their qualifications early. Many level 1 beauty therapy students have skills beyond their qualification level. For example, in facial lessons students are comfortably able to carry out facial massages.

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

Qualification	Level	Completion year:	2002	2003	2004
Hairdressing NVQ 1 year	1	No. of starts	28	24	32
		% retention	57	58	63
		% pass rate	94	100	95
Hairdressing NVQ 1 year	2	No. of starts	217	232	182
		% retention	52	64	61
		% pass rate	88	90	96
Beauty therapy NVQ 1 year	2	No. of starts	49	50	81
		% retention	71	74	73
		% pass rate	77	86	92
Certificate in nail treatments short	2	No. of starts	87	133	446
		% retention	99	95	95
		% pass rate	99	96	92
Beauty therapy NVQ 1 year	3	No. of starts	36	29	32
		% retention	89	86	81
		% pass rate	88	82	88
Hairdressing NVQ 1 year	3	No. of starts	44	37	31
		% retention	73	84	74
		% pass rate	75	100	91

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

***Quality of education and training***

84. Teaching and learning are satisfactory overall. In the more effective lessons, teachers encourage and motivate the students, giving them confidence and support to work on clients with good results. In one lesson, the teacher gave a very good demonstration on consultation and cutting, and posed questions to students throughout the activity. In a beauty therapy lesson, the teacher successfully directed the group of students through a facial massage using the names of muscles. However, many lessons lack stimulating activities and fail to gain students' interest. Lessons lack contingency plans to overcome the lack of clients. In some hairdressing lessons, students working on mannequin heads are not supported and often fail to complete the activity. In some practical sessions in beauty therapy, students without clients have no opportunities to develop practical skills. Some theory lessons in beauty therapy are dull and students are inattentive. Teaching and learning materials are dull.

85. Accommodation and resources for hairdressing and beauty therapy are satisfactory. There is a modern reception with a computerised booking system. Some salons, however, are dated. Most teachers hold appropriate teaching qualifications and professional skills are updated regularly. There are too few clients to provide a realistic working environment. In hairdressing, some students spend too much time working on mannequin heads or each other. They have too little opportunity to develop interpersonal skills with the general public.

86. Feedback from assessors in students' log books is good. However, aspects of assessment practice are unsatisfactory. Some assessors and internal verifiers are unsure of the awarding body's assessment requirements. Assessments have been completed for NVQ level 1 beauty therapy that do not meet the awarding body's criteria and are invalid. In hairdressing, some assessors are unaware that final assessments cannot be carried out on peers within the same lesson. In work-based learning, the review process is satisfactory. Learners' targets are linked to off-the-job tutorials, but some targets are not sufficiently specific and tutorials sometimes do not involve the workplace assessor.

87. The range of courses is satisfactory overall. However, there is no part-time NVQ provision and a limited range of specialist courses. Work-based learning programmes meet the needs of employers. NVQ level 1 and level 2 hair and beauty students benefit from an additional accredited art programme to develop their artistic and creative skills. For example, work includes hair ornamentation, use of colour, face shapes, decorative masks, historical fashion and the development of a style portfolio for the student to use in practical hairdressing for consultations with clients. Courses have very few male students.

88. Students are well supported by their subject teachers and personal tutors. Learning advisors, who are hair and beauty specialists, also support students in both theory and practical lessons. There is a clear induction process for students, including those on work-based learning programmes. Induction includes key skills assessments and the results of these are used to place students on appropriate courses.

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***Leadership and management***

89. Leadership and management are satisfactory. Course teams meet regularly. Appropriate actions are being taken to address weaknesses in retention rates and achievement identified in work-based learning. However, there are no available data on assessments carried out in the workplace. Assessment and internal verification practices are not wholly effective. The need for sound sterilisation processes in beauty therapy is not sufficiently stressed. Equality of opportunity is generally well promoted.

**Health, social care and childcare**

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

***Strengths***

- high pass rates on full-time courses at levels 1 and 2 and on level 3 health studies courses
- much good teaching
- good integration of key skills within the curriculum on all full-time courses.
- effective guidance and support for students.

***Weaknesses***

- low retention rates on the council for awards in children's care and education (CACHE) diploma and the national diploma in early years
- slow completion of NVQs.

***Scope of provision***

90. The college offers a range of courses from level 1 to level 4. There is a full range of CACHE programmes at foundation, certificate and diploma levels. NVQs are offered in care, in early years care and education at levels 2 and 3 and in play work at level 2. NVQs at levels 2 and 3 in early years direct care and play work are also available. In addition, the college provides national diplomas and certificates in health studies and in early years and an AVCE in health and social care as well as counselling courses at levels 2 and 3. Dental nursing and nursing cadet schemes have recently been introduced. There are currently 237 full-time students and 4,794 part-time students.

***Achievement and standards***

91. Retention and pass rates on full-time courses in health and social care are high. However, pass rates on the general national vocational qualification (GNVQ) intermediate have been below the national average for the last three years. The pass rate for the level 3 counselling course fell significantly below the national average in 2003/04. The national diploma in health studies has very high retention and pass rates. NVQs in early years have improving retention rates and high pass rates overall. Retention and pass rates on the CACHE foundation course have been high since the course started in 2002. However, there is slow completion of NVQs and retention rates on NVQs in early years, care and play work are low. Retention rates on level 3 courses in early years, the CACHE diploma course and national diploma in early years are also low. Most students make good progress, and first year students have opportunities to attempt skills more usually reserved for the second year. Students are developing good vocational and key skills.

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

Qualification	Level	Completion year:	2002	2003	2004
Early years childcare and development	1	No. of starts	*	48	30
		% retention	*	98	83
		% pass rate	*	85	64
GNVQ intermediate health and social care	2	No. of starts	33	52	44
		% retention	64	81	80
		% pass rate	90	74	71
NVQ in care (direct care) 2 year	2	No. of starts	42	37	23
		% retention	60	73	70
		% pass rate	60	67	88
National diploma in health studies	3	No. of starts	22	18	34
		% retention	64	67	68
		% pass rate	64	100	91
Certificate in counselling	3	No. of starts	56	77	41
		% retention	80	79	80
		% pass rate	89	90	58
CACHE diploma in childcare and education	3	No. of starts	52	60	54
		% retention	65	62	67
		% pass rate	85	81	86

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

\*course did not run

***Quality of education and training***

92. There is much good or better teaching and learning. In most lessons, aims and learning outcomes are shared with the students and revisited during lessons to check that learning is taking place. In many lessons, teachers use a range of techniques to encourage learning and stimulate students. They create professional, friendly learning environments in which students' confidence and motivation are developed. Some teachers use students' workplace experiences effectively to relate theoretical issues to practice. Case studies are used to check understanding and to address issues of equal opportunities. In a small number of lessons, students do not succeed as well as they should. In these lessons, teachers talk for too long and do not use a broad enough range of teaching methods to maintain students' interest.

93. Teachers are well qualified and experienced in health, early years and social care.

94. Accommodation for early years courses at the main college is very good. Rooms are spacious and well furnished and resourced. Accommodation for health and social care lessons is less satisfactory and some lessons take place in rooms which are too small. A significant minority of equipment is in need of repair. Classrooms for early years lessons at Goole are satisfactory and teaching equipment is good.

95. Assessment of work on full-time courses is thorough and students are given good feedback on the quality of their work. Part-time adult students are assessed effectively both in college and in the workplace. The introduction of an electronic assessment system for NVQs has presented difficulties and has delayed progress for some students. Students on placement in early years at Goole are not monitored by teachers and are not assessed on the progress they make. There are too few NVQ assessors in care and early years. Internal verification procedures are thorough. The college has professional relationships with workplace providers who actively co-operate in the assessment of students on work placement. There is good integration of key skills within the curriculum and high levels of completion of key skills on all full-time courses. Assessment of key skills is particularly good.

96. The broad range of provision in health, social care and early years meets local needs. Consultation with employers has extended the provision of specialist courses. There is good progression between full-time courses and many level 3 students progress to HE or employment in early years and care. There is insufficient provision for adults in Goole.

97. Guidance and support for students are effective. Students receive good pre-course guidance to place them on the appropriate course. Specific learning needs are identified promptly through the initial assessment process. Effective use is made of individual learning plans. On full-time early years and care courses, there are very good examples of targets being used to support and accelerate learning and complete key skills.

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***Leadership and management***

98. Leadership and management are good. Clear targets are set and the self-assessment report is used as an effective working document to monitor progress. The college's management information is used effectively. Communication between managers and teachers is good. There are improving links with partnership agencies and strategies have been introduced to improve the slow rate of completion of NVQ frameworks. All staff promote equality of opportunity actively.

## **Visual and performing arts and media**

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

Contributory grade for dance and drama is **outstanding (grade 1)**

### ***Strengths***

- very good, and some outstanding, practical work
- high pass rates on many courses
- exciting and stimulating teaching
- good specialist accommodation
- excellent external links which enhance students' learning
- effective curriculum management.

### ***Weaknesses***

- low retention rates on many national diploma courses
- some feedback lacks clear strategies for improvement.

### ***Scope of provision***

99. The college offers a range of courses from level 1 through to national diplomas in drama, dance, musical and technical theatre, music practice, music technology and media. In visual arts, the provision includes a GNVQ intermediate in art and design, a diploma in foundation art and design, NVQ level 3 in graphic design, GCE A levels and national diplomas in three-dimensional design, photography, graphic design, fashion and clothing, textile design and fine art. A range of part-time courses include Open College Network (OCN) singing and a college certificate in street dancing. The college also offers an OCN art and design access into HE course. Of the 1,633 students currently enrolled, 755 are studying full time. About two thirds of the students are adults.

### ***Achievement and standards***

100. Pass rates are high on most courses. They are outstanding on the first diploma in performing arts. Pass rates are high on the GNVQ intermediate in art and design and the diploma in foundation art and design and are consistently high in AS-level and GCE A2 art. The pass rate is low on the national diploma in music practice. Retention rates are high on the first diploma in media and performing arts, but low on several national diplomas such as photography, design crafts, music, three-dimensional design and media.

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101. Much practical work is very good or outstanding. Most art and design students demonstrate skills and techniques at, or above, their expected level, particularly at level 2. Students learn to express themselves through a wide range of media. Sketchbooks are highly creative, experimental and often used effectively as working documents. In performing arts, musical theatre students rehearsed tirelessly for the opening number of their final show. There was a vitality and excitement about the performance which verged on the professional.

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

Qualification	Level	Completion year:	2002	2003	2004
GNVQ intermediate art and design	2	No. of starts	31	34	33
		% retention	84	82	85
		% pass rate	92	100	100
First diploma in performing arts	2	No. of starts	51	25	39
		% retention	53	96	90
		% pass rate	96	100	97
AS-level art	3	No. of starts	204	194	219
		% retention	88	81	86
		% pass rate	64	84	79
GCE A2 art	3	No. of starts	32	48	69
		% retention	94	88	93
		% pass rate	93	95	86
National diploma in media	3	No. of starts	25	22	24
		% retention	44	68	63
		% pass rate	91	100	93

Qualification	Level	Completion year:	2002	2003	2004
National diploma in foundation art and design	3	No. of starts	68	60	60
		% retention	88	95	95
		% pass rate	97	98	98

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

### **Quality of education and training**

102. Most teaching and learning is very good. In many cases, teaching is exciting and stimulating. The best lessons contain challenging comment and questioning designed to develop students' own ideas. Teachers use varied activities which extend the learning of the highest achieving students and motivate the less successful. In one level 3 art lesson, the teacher encouraged the promotion of cultural diversity through references to Jamaican heritage and African arts and crafts. In performing arts, second year students experimented with performance techniques for their end of year show *Crazy Face*. The teacher encouraged students' comments and helped to define targets for the actors. At the end of the lesson, the teacher reminded actors and audience of what had been agreed, focusing on what still needed to be achieved and suggesting new approaches and methods. The whole rehearsal was quiet and highly productive.

103. Resources within the curriculum area are very good. In performing arts and media, accommodation is of industry standard with a 200-seat theatre, a range of excellent dance studios and well-equipped live music recording studios, media and editing suites. Teachers are well qualified both academically and professionally. Art and design is housed in a listed building close to the city centre which has been refurbished to a high specification. There are very good levels of light and sufficient space for courses to be accommodated in base studios. Minor accommodation problems on both sites have been identified for improvement.

104. A very thorough assessment system is in place. Assignment briefs are clearly written and to an appropriate standard. Grades are cross referenced to criteria and in most cases feedback is comprehensive. In music and art and design, actions for improvement are not always sufficiently detailed. The use of language on feedback sheets is sometimes imprecise and, during one-to-one guidance, students' progress is not always monitored or documented. After each major assignment there is an individual tutorial meeting in which the grades and assignment are discussed and targets for the next assignment agreed. Key skills are integrated effectively with vocational programmes.

105. There are excellent external links. For example, the dance course is a major partner in the Hull Dance Festival, working alongside professional companies. The college is a venue for the professional artists, as well as offering workshops to the community and providing excellent experience for the technical theatre students. There are regular visits

from a local theatre company and drama students have been invited to audition. Music students regularly play at local clubs. In art and design there is an effective programme of live projects including work for the BBC. The department has established an employers' forum to influence curriculum design and to offer work experience opportunities as well as employment. There are good internal progression opportunities to a range of FE and HE courses.

106. Support for students is very good. Students are carefully screened and advised before joining the college. A two-week induction programme enables teachers and students to evaluate the suitability of the courses chosen. On-course support is equally thorough. Learning mentors and learning advisors are members of course teams. Students speak highly of the support they receive and find the staff approachable and helpful.

### ***Leadership and management***

107. Leadership and management are good. Both art and design and performing arts and media are well led with effective quality systems in place. There is effective communication between the course teams and the heads of department. Teachers share a commitment to quality improvement, widening participation and developing partnerships with local professional bodies. Self-assessment is thorough and appropriate remedial action is put in place to address weaknesses identified. Learning mentors and tutors work closely together to address low retention rates. Retention rates in the current year are high. Equality and diversity are well promoted.

## **Humanities and English**

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

### ***Strengths***

- high pass rates in many humanities GCSE and GCE subjects
- high retention and pass rates on access and GCSE English courses
- good progression to HE and nurse training
- good teaching on the access programme
- excellent guidance and support for students on the access programme.

### ***Weaknesses***

- low retention rates in a minority of humanities GCSE and GCE subjects
- lack of stimulating teaching on GCSE and GCE programmes
- insufficient use of ILT in humanities to develop students' learning.

### ***Scope of provision***

108. The college offers a broad range of humanities subjects at levels 2 and 3. GCSEs are offered in history, law, psychology and sociology. AS-level and GCE A-level subjects can be studied in geography, history, law, psychology and sociology. A level 2 pathways and a level 3 access programme are provided for adults. In addition, the college offers GCSEs in English and English literature, AS-level and GCE A2 in English literature and English language and literature. There is also a non-accredited lesson in creative writing. There are currently 227 students taking AS-level subjects and 101 students taking GCE A-level subjects. There are 172 students on the access to nursing course, 110 on access to HE programmes and 256 students taking GCSE English language. Almost 80% of those who enrol in humanities and English are adult students.

### ***Achievement and standards***

109. Many GCSE and GCE subjects have pass rates at, or above, the national averages. However, in a minority of both GCSE and GCE subjects, retention rates are below the national averages. Retention and pass rates have been significantly above the national average in the access programme for the past three years. In 2003/04, retention rates were below the national average in GCSE law, geography, history, and psychology and GCE A-level history. There are high pass rates at grades A\* to C GCSE English. Pass rates are high in GCE A-level English language, but retention and pass rates are low in GCE A-level

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English language and literature. Retention rates have declined to below national averages in GCE A-level English literature.

110. Access and AS-level and GCE A-level psychology students succeed better than predicted from their prior attainment. The standard of students' work in English and humanities is high. Most students take part in classroom discussion. In English, some students demonstrate good skills in close reading and formulating responses to texts. In an AS-level general studies lesson, students discussed the issue of ethics in relation to the arts fluently. They showed an excellent knowledge of modern art and were able to evaluate complex ideas.

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

Qualification	Level	Completion year:	2002	2003	2004
GCSE psychology	2	No. of starts	74	51	35
		% retention	43	43	69
		% pass rate	63	59	79
GCSE English (A* to C grades)	2	No. of starts	213	155	161
		% retention	65	81	71
		% pass rate	66	65	77
GCE A-level law	3	No. of starts	58	52	46
		% retention	72	75	74
		% pass rate	71	77	91
Access programme	3	No. of starts	263	294	313
		% retention	73	75	79
		% pass rate	84	86	87
AS-level psychology	3	No. of starts	64	84	70
		% retention	84	74	69
		% pass rate	85	79	85

Qualification	Level	Completion year:	2002	2003	2004
AS-level history	3	No. of starts	21	37	33
		% retention	95	78	79
		% pass rate	85	79	69

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

### ***Quality of education and training***

111. Teaching on the access course is good and some is very good. Teachers use a variety of methods and make regular checks on learning. In the most effective lessons, teachers plan well, set clear objectives for students and direct classroom discussions skilfully. The teaching on some humanities GCSE and GCE subjects, however, fails to meet the needs of students with different abilities. In these lessons, the pace of learning is too slow and activities do not gain students' full attention. Key learning points are not given sufficient emphasis and group work is not managed effectively. Lessons have too much input from teachers and students' contributions to discussion are not consolidated. In English, teaching and learning are satisfactory or better. Good learning materials for GCSE English students give clear advice and guidance on how to approach particular tasks.

112. On the access course, assignments are set regularly and marked promptly, with detailed feedback given to students on how they might improve. On GCE programmes, however, homework is not always returned promptly and some marking lacks detailed comments to encourage improvement. Students are aware of target minimum grades, which are set in tutorials, and their progress is monitored regularly. In English, students' work is generally subject to rigorous assessment. Close attention is paid to technical accuracy in the use of English.

113. Teachers are well qualified and experienced. Most teaching accommodation is of a high standard and subjects have a dedicated base room. Many humanities teaching rooms have insufficient IT resources and teachers make little use of ILT to enhance students' learning.

114. There is a wide range of provision in the area, which has seen a growth in student numbers. The learning needs of GCSE English language students are identified through a preliminary diagnostic 10-week course leading to an adult literacy qualification at levels 1 or 2.

115. Students receive very effective guidance and support. On the access programme, students have their level of ability measured before they enrol on the course to determine whether they are better placed on a level 2 or a level 3 course. Learning advisors provide

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additional academic support. Teachers are keen to give support to students on an informal basis. There is a consistently good tutorial system.

***Leadership and management***

116. Leadership and management in humanities are good and promote an ethos of continuous improvement. Course teams use management information well and monitor enrolment, retention and pass rates regularly. Teachers are aware of college systems for quality assurance and critically evaluate their performance. There are some small classes at GCE A level, which have a proportionate reduction in course hours. Equal opportunity issues are adequately monitored and promoted.

**Literacy, numeracy and English for speakers of other languages**

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

***Strengths***

- high retention and pass rates on level 1 key skills application of number and communications
- good teaching and learning in literacy and numeracy workshops
- extensive support for Skills for Life students
- innovative Skills for Life provision.

***Weaknesses***

- low pass rates on level 2 numeracy for adults
- dull and uninspiring learning activities in some lessons
- insufficient monitoring of students' progress
- insufficient Skills for Life provision at Goole College.

***Scope of provision***

117. The college offers a range of literacy, numeracy and ESOL provision at all major college sites and in a range of community venues. This includes literacy and numeracy workshops, discrete literacy and numeracy lessons and additional learning support. There are 1,650 students studying for key skills qualifications which are integrated within the different curriculum areas. Provision is offered from entry level 1 to level 2. More than 1,100 students aged 16 to 18 and 1,250 adult students are on Skills for Life programmes, approximately half of the total number of enrolments within the area. More than 100 groups of students across an extensive range of academic and vocational programmes receive additional support for learning. Support is provided for individual students in the literacy, numeracy and language workshops, on ESOL entry level programmes and for anyone assessed as having a specific learning difficulty such as dyslexia. There are currently 51 students receiving support for dyslexia, 73 students receiving support in the workshops and 12 ESOL groups receiving support from Skills for Life learning advisors.

***Achievement and standards***

118. Retention and pass rates on level 1 key skills application of number and communication are very high. In 2004, retention rates for level 1 and level 2 application of number and communication were high. Pass rates on the level 2 certificate in adult numeracy are low and declining. In 2004 they were 30% below the national average.

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119. In lessons, most students work at a standard appropriate to the level of the course and their prior achievement. In a few lessons, the level of work is inappropriate: either too easy or too difficult for many of the students present. For example, entry level students were confused by decimal places and equivalent fractions while level 1 students were not stimulated by simple monetary addition. Students receiving additional learning support make good progress relative to their prior attainment.

*A sample of retention and pass rates in literacy, numeracy and English for speakers of other languages, 2002 to 2004*

Qualification	Level	Completion year:	2002	2003	2004
Certificate in adult numeracy	Entry	No. of starts	*	164	192
		% retention	*	84	85
		% pass rate	*	89	90
Certificate in adult literacy	Entry	No. of starts	*	166	199
		% retention	*	84	84
		% pass rate	*	85	89
Key skills communication	1	No. of starts	*	200	417
		% retention	*	90	92
		% pass rate	*	57	86
Key skills application of number	1	No. of starts	*	181	446
		% retention	*	92	99
		% pass rate	*	51	84
Certificate in adult numeracy	2	No. of starts	*	237	359
		% retention	*	82	87
		% pass rate	*	53	42

Qualification	Level	Completion year:	2002	2003	2004
Key skills application of number	2	No. of starts	*	166	292
		% retention	*	93	95
		% pass rate	*	62	54

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

\*course did not run

### ***Quality of education and training***

120. Teaching and learning are satisfactory overall. There is good teaching and learning in literacy and numeracy workshops. Teachers plan effective programmes of work linked to individual needs and interests and supported by a range of learning resources. For example, in one workshop, three students completed a practise online test using an interactive whiteboard. This developed their confidence as they discussed and agreed the answers to the questions. In an ESOL citizenship lesson, students practised the terms and abbreviated phrases used to advertise accommodation available in the local area and were able to relate the task to their own experience. In a number of lessons, however, learning activities are dull and uninspiring. In many cases, there is an over reliance on worksheets and some are inappropriate or poorly designed. In some lessons, insufficient attention is paid to the learning needs of individual students. Apart from motor vehicle entry level and foundation programmes, literacy and numeracy are not put into an appropriate context within vocational courses. Tasks are often not related to particular job roles and skills and fail to interest and motivate students.

121. The college has developed and improved Skills for Life accommodation and resources. There are well-resourced workshops at Queens Gardens, Kingston Communications Stadium and the Preston Road Community Centre. The workshop at Park Street, however, is not well resourced and design and visual arts students using the workshop do not have access to the Internet. Some classrooms at Queens Gardens are too small and too hot. Most teachers have an initial teaching qualification, but only five teachers have completed subject specialist level 4 qualifications. The college will offer both level 3 and level 4 literacy and numeracy qualifications from September 2005.

122. Initial assessment is comprehensive. However, the results are not always used in drawing up individual learning programmes. All full-time students and substantive part-time students are assessed on entry. Diagnostic and specialist assessments are used where appropriate. There is insufficient monitoring of students' progress. Individual learning plans are reviewed three times a year and the quality of these reviews varies. Short-term targets recorded in learning plans are often overlooked. Some targets are imprecise. Language used is not always appropriate for ESOL students.

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123. The college offers innovative and flexible Skills for Life training programmes for its own staff. There is a breakfast club for cleaning staff and a Sums and Sandwiches course offered to alternating shifts of building supervisors and security staff. Members of staff who have attended the Skills for Life workshop have progressed to GCSE and GCE A-level programmes. The college has received an Ambassador award for workforce development and commitment to Skills for Life from the local LSC. Skills for Life provision is inadequate at Goole College. There are a small number of literacy and numeracy sessions, but no ESOL provision on this site.

124. Support for students is good. A Skills for Life learning advisor and members of the cross-college support team assist in morning, afternoon, evening, weekday and Saturday lessons. Individual learning advisors are allocated to specialist areas such as behaviour management, mental ill-health, dyslexia, progression and transition. College analysis shows that retention and pass rates over the last 3 years have been higher for students who receive support than those who do not.

### ***Leadership and management***

125. Leadership and management are satisfactory. A new Skills for Life manager was appointed in September 2004. Since then, the Skills for Life unit has been restructured and is beginning to have a positive effect on the quality of provision. However, these developments have not been in place long enough to judge their effectiveness. All new teachers have a mentor and members of staff speak highly of the support they receive. There is good access to staff development opportunities and a high number of Skills for Life training events have been organised. Morale is high and communication in the department is good. The area's self-assessment report is evaluative and inspectors agreed with many of the key findings. There is good commitment to equality and diversity.

**Foundation programmes - provision for students with learning difficulties and/or disabilities and entry to employment**

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

***Strengths***

- good achievement
- good progression for E2E learners
- excellent accommodation and resources for students with a sensory impairment
- wide range of vocational options
- particularly effective support for students.

***Weaknesses***

- some poor accommodation
- insufficient planning for individualised learning
- insufficient variety of teaching methods
- underdeveloped links between the three core elements of the E2E programme.

***Scope of provision***

126. There are 157 students on pre-entry and entry level courses in independent life skills and skills for working life for adults with learning difficulties and/or disabilities. There are many opportunities for learning within the college's vocational settings. Courses are available at Hull and Goole and in a variety of outreach centres. Students can take nationally accredited qualifications. A variety of communication skills are taught to 104 visually impaired and 83 hearing impaired students at a specialist resource centre at Hull College. There are 71 learners on E2E programmes, all aged between 16 and 18, the majority of whom are male.

***Achievement and standards***

127. There is good achievement of both accredited and additional qualifications. Students make good progress in improving their social skills, such as communication, and in developing confidence, personal skills and greater independence. Some students have achieved a personal best with their improved attendance patterns after a history of non attendance at school. There are high rates of progression for E2E learners to either a full-time education course, employment with training or employment. A significant number of

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learners choose to enrol on a full-time education course or an apprenticeship after attending a vocational taster while on the E2E programme.

***A sample of retention and pass rates in foundation programmes - provision for students with learning difficulties and/or disabilities and entry to employment, 2002 to 2004***

Qualification	Level	Completion year:	2002	2003	2004
Certificate in life skills (independent living skills) (1 year)	Entry	No. of starts	15	16	*
		% retention	87	81	*
		% pass rate	85	100	*
Edexcel certificate in skills for working life (1 year)	Entry	No. of starts	**	142	126
		% retention	**	83	75
		% pass rate	**	80	91
City and Guilds 3791 profile of achievement (1 year)	1	No. of starts	36	16	28
		% retention	69	81	79
		% pass rate	84	69	77
City and Guilds 3791 profile of achievement (short)	1	No. of starts	232	129	105
		% retention	82	84	81
		% pass rate	76	79	85
City and Guilds 3795 skillpower certificate (1 year)	1	No. of starts	147	94	103
		% retention	65	64	83
		% pass rate	67	83	79

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

\* fewer than 15 students enrolled

\*\* course did not run

***Quality of education and training***

128. Teaching and learning are satisfactory overall. In the best lessons, teaching is informative and stimulating. For example, a successful use of pop music enlivened a lesson on rhyming words. In another lesson, students were recording their autobiographies for a

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story-telling competition at the BBC. However, there is an insufficient variety of teaching methods in some lessons, and few changes of activity or use of resources to encourage learning. These lessons fail to motivate students who are not necessarily receptive to learning and who have a short attention span.

129. Resources are excellent for students with visual and/or hearing impairments. A newly built specialist resource centre has the latest assistive technology equipment to help students become more independent in their learning. However, there is some poor accommodation for students on foundation programmes. In several teaching rooms, there are insufficient computers to meet the needs of students. In some cases, classrooms are cramped. The rooms used for individual interviews for E2E learners are unsuitable.

130. The planning for individual learning is insufficiently detailed. Although there is a comprehensive initial assessment, the results are not used effectively in lesson plans or reviews. Lesson plans contain very little reference to individual students' learning. The targets for some students are too general. There is insufficient evaluation on review sheets to monitor and measure progress. Students' repeated spelling mistakes are not always corrected.

131. There is a wide range of vocational courses and taster sessions for E2E learners and those with learning difficulties and/or disabilities, for example, in catering, construction, carpentry and joinery, motor vehicle, hairdressing, care, media studies and horticulture. Students, including school link pupils, can try a variety of tasters before they commit to a vocational course. The college offers a wide range of work placements which are well matched to the interests of E2E learners. Hours of attendance are flexible and the length of stay on programme is dependent on need.

132. The E2E programme is designed to develop students' personal, basic and vocational skills. However, the flow of information between the three areas is underdeveloped. Although there are some good work placements, employers do not receive sufficient information at the start of the placement. The specific developmental needs of students whilst on a work placement or in a vocational area are not fed back to the Skills for Life tutors in any meaningful way. The Skills for Life staff are not informed when students withdraw from a lesson in order to attend a vocational lesson which is running at the same time. This results in problems with continuity in the teaching programme.

133. Support for students is particularly effective. Tutors and support staff have a very good rapport with students and have detailed knowledge and understanding of students' backgrounds and social context. Many students have low self-esteem when they come to the college. With the support and encouragement of staff, they gain self-confidence and a more positive outlook. Members of staff are able to offer strategies to overcome problems, for example, with behaviour and stress management.

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***Leadership and management***

134. Leadership and management are satisfactory. There are productive links with a variety of organisations, community groups and employers which help to widen participation. The response to social inclusion is good and the college is leading several training initiatives in the region. Middle managers have a clear sense of direction for courses. However, there is insufficient coherent management at a senior level. Communication is sometimes poor. For example, some Skills for Life staff are unaware of when students will be joining or leaving their lessons. Many of these weaknesses have been identified by the college and there are plans in place to bring about improvements.

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**Part D: College data**
**Table 1: Enrolments by level of study and age**

Level	16–18 %	19+ %
1	51	46
2	27	22
3	18	14
4/5	0	1
Other	4	17
<b>Total</b>	<b>100</b>	<b>100</b>

*Source: provided by the college in spring 2005*

**Table 2: Enrolments by curriculum area and age**

Curriculum area	16–18 No.	19+ No.	Total Enrolments (%)
Science and mathematics	1,261	692	4
Land-based provision	4	124	0
Construction	614	1,369	4
Engineering, technology and manufacture	712	1,687	5
Business administration, management and professional	669	2,628	7
Information and communication technology	1,405	3,805	10
Retailing, customer service and transportation	236	775	2
Hospitality, sports, leisure and travel	976	3,213	8
Hairdressing and beauty therapy	821	1,327	4
Health, social care and public services	1,714	9,699	23
Visual and performing arts and media	1,405	1,069	5
Humanities	421	2,078	5
English, languages and communication	1,210	1,436	5

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Curriculum area	16–18 No.	19+ No.	Total Enrolments (%)
Foundation programmes	2,791	4,033	13
Unknown area of learning	203	2,314	5
<b>Total</b>	<b>14,442</b>	<b>36,249</b>	<b>100</b>

Source: provided by the college in 2005

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16–18			19+		
		2002	2003	2004	2002	2003	2004
<b>1</b>	Starters excluding transfers	2,685	2,175	2,512	1,889	2,609	1,903
	Retention rate %	79	80	83	71	76	85
	National average %	76	76	**	71	71	**
	Pass rate %	73	75	82	68	81	84
	National average %	69	73	**	70	77	**
<b>2</b>	Starters excluding transfers	2,267	2,138	2,021	3,337	3,180	3,534
	Retention rate %	70	71	72	74	72	73
	National average %	71	71	**	68	67	**
	Pass rate %	65	73	82	77	80	84
	National average %	70	73	**	71	73	**
<b>3</b>	Starters excluding transfers	1,564	1,671	1,775	2,829	3,084	3,257
	Retention rate %	72	76	80	73	74	71
	National average %	77	77	**	70	69	**
	Pass rate %	77	80	83	77	77	80
	National average %	77	80	**	71	73	**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2002	2003	2004	2002	2003	2004
4/5	Starters excluding transfers	*	*	*	127	113	212
	Retention rate %	*	*	*	74	60	62
	National average %	**	**	**	68	69	**
	Pass rate %	*	*	*	50	63	74
	National average %	**	**	**	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). Where applicable, the national rates used in the table are for GFE colleges which are grouped in the LSC benchmarking data as colleges with a high widening participation factor.

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)	64	35	1	86
Level 2 (intermediate)	64	33	3	55
Level 1 (foundation)	66	30	4	23
Other sessions	64	24	12	41
<b>Totals</b>	<b>64</b>	<b>32</b>	<b>4</b>	<b>205</b>

**Notes**