



ADULT LEARNING  
INSPECTORATE



## Nelson and Colne College

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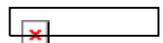
**Basic information about the college**



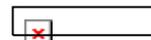
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Name of college:	Nelson and Colne College
Type of college:	General Further Education Tertiary
Principal:	Dr Alison Birkinshaw
Address of college:	Scotland Road Nelson Lancashire BB9 7YT
Telephone number:	01282 440200
Fax number:	01282 440274
Chair of governors:	Andrew Buchanan
Unique reference number:	130738
Name of reporting inspector:	Sandra Tweedie HMI
Dates of inspection:	9-13 May 2005

**Part A: Summary**



**Information about the college**

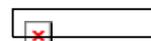


Nelson and Colne College is a tertiary college for 14 to 19 year olds and adults of all ages. A new principal took up post in April 2004. Since then the college has undertaken a reorganisation of the management structure and reviewed many of the strategic aims of the college. The college's two main centres are based at Nelson and at Colne. A significant range of its provision is located in the community. Students at the college are drawn principally from the Pendle district, but also from Burnley, East Lancashire and a small number from Yorkshire. The college plans to consolidate its mainstream provision on to a single site in Nelson, with a new building and the refurbishment of existing accommodation. The college offers academic and vocational provision in 11 of the 14 areas of learning. The curriculum offer has been extended and ranges from pre-foundation courses to a small number of higher education (HE) qualification courses. General certificate of education advanced level courses (GCE A levels) are available in 34 subjects and vocational qualification courses in 14 subjects, with apprenticeships available in 8 curriculum areas. There are approximately 280 trainees in work-based learning. The college has played a significant part in the growth of 14 to 16 provision in the area by working with schools, the local education authority, the local Learning and Skills Council (LSC) and the Lancashire Business Education Partnership. Over 600 students aged 14 to 16 attend the college.

The Pendle Borough is composed of industrial towns, small villages and open countryside. The total population is approximately 89,000. There is high deprivation in seven of the Pendle wards. The percentage of adults living in Pendle who have no educational qualifications is 36% compared with 29% nationally. General certificate of secondary education (GCSE) attainment varies between schools but is, overall, considerably lower than the national average. Some 41% of students gained five or more A\* to C passes in 2004. College recruitment patterns have fluctuated over the last three years; enrolments have increased for adults at level 1, but declined at level 2 for all students. The large majority of full-time enrolments are students aged 16 to 18, with adults accounting for around 87% of part-time enrolments. When considering gender and ethnic background, the proportions of students differ widely depending on the mode of study. Some 33% of full-time students are from minority ethnic backgrounds compared with 15% in the local population. In 2004/05, full-time enrolments have increased by approximately 10%. There are 3,672 enrolments for students aged 16 to 18 and 4,432 adult enrolments.

The college's core values and vision statement have been developed as part of the new strategic plan for 2004 to 2007. In its mission statement the college aims to be the centre of excellence in education and training for the communities it serves, working in partnership to achieve success for all.

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



Inspectors judged the college provision to be outstanding in five curriculum areas and good in two. Work-based learning was awarded a contributory grade of good in hairdressing and beauty therapy, and satisfactory in business administration, management and professional.

The college's key strengths and what should be improved are listed below.

#### ***Key strengths***

- an open and inclusive college
  
- high student achievement at all levels

- students' very good progress in relation to their prior attainment
- much good and very good teaching
- rigorous assessment and close monitoring of students' progress
- outstanding personal and subject support for students
- accurate self-assessment with a focus on improving standards
- highly effective strategy and management of the Skills for Life programme
- good systems and procedures in work-based learning
- productive partnerships with schools and the community
- outstanding leadership and effective management at all levels.

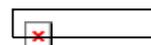
***What should be improved***

- the use of information and learning technology (ILT) in teaching and learning
- some overcrowded accommodation
- links with industry

- o the financial reserves of the 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

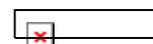


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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
Science and mathematics	<b>Outstanding.</b> Pass and retention rates are very high for most advanced subsidiary-level (AS-level) and GCE A-level courses. Most students make very good progress. Teaching is very effective and thorough, but little use is made of ILT in lessons. Science teachers and technicians work very well together to ensure high-quality provision. Curriculum leadership and teamwork are outstanding.
Business administration, management and professional	<b>Good.</b> The contributory grade for work-based learning is <b>satisfactory</b> . Pass rates are high on most courses. AS-level and GCE A-level accounting achievements are outstanding. Much teaching is good and very good; in a minority of lessons there is insufficient involvement of students. Assessment of students' learning is rigorous and highly effective. Leadership and management are good. There is insufficient co-ordination of on-the-job and off-the-job training.
Information and communications technology	<b>Outstanding.</b> Pass and retention rates are very high and value added results are excellent overall. There is much good and very good teaching and learning. Assessment is rigorous, with close monitoring of students' progress and very good support. Leadership and management are very effective. Links with industry are not well established.
Hairdressing and beauty therapy	<b>Good.</b> The contributory grade for work-based learning is <b>good</b> . Pass and retention rates are high and improving on many courses. There is much good and innovative teaching and learning. Students demonstrate good practical skills, better than would normally be expected. Tutorials and one-to-one student support are effective. Work-based learning is well planned and co-ordinated, but there is little reinforcement of equal opportunities in the workplace.
Visual and performing arts and media	<b>Outstanding.</b> Pass rates are high on most courses. Students make very good progress in music and theatre studies. There is very good teaching and learning overall, but a minority of lessons lack pace and variety of activity. Students produce high standards of visual, performance and written work. Support is very good. Curriculum management is very effective and focuses on improvement.
Humanities	<b>Outstanding.</b> Pass and retention rates are exceptionally high with

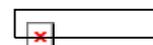
	many students achieving high grades. Teaching is very good and students respond well in appropriately structured lessons. Students are very well supported and their progress is monitored closely. The use of ILT as a learning tool is limited in some lessons. Curriculum management is highly effective.
English and communications	<b>Outstanding.</b> Teaching is very good. Students are very well supported. Pass and retention rates at GCE A level and GCSE are exceptionally high, with most students achieving higher grades than their prior attainment would have predicted. Curriculum management is highly effective, focusing firmly on improvement.

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



Leadership and management are outstanding. Pass and retention rates are very high for both adults and young people and, in many cases, represent very good 'value added'. The quality of teaching has improved significantly since the last inspection. A new management structure has been introduced to reinforce further the commitment to excellence in teaching and learning. Quality assurance procedures are long established and effective. Their outcomes influence staff development policy and the excellent strategic planning process. There is an excellent management information system. The self-assessment report is thorough and inspectors agreed with its judgements. Procedures are robust and well implemented, ensuring that all action plans and procedures are monitored thoroughly. The principal and senior managers pay close attention to performance indicators and communicate very well with staff. Clear targets for achievement are set and carefully monitored to ensure they are met. The governors perform their duties well. Equality and diversity are integrated in all college procedures. There is good participation in collaborative projects to address local needs. The college has successfully implemented its recovery plan to address financial difficulties experienced a year ago, and has turned a £1.4 million deficit into a modest surplus. The college has increased its efficiency whilst improving the quality of students' experience. It produces very good and outstanding results for students who have a wide range of abilities, and assists many of them to progress to higher levels of education. The college provides good value for money.

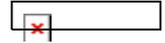
### To what extent is the college educationally and socially inclusive?



The college's response to education and social inclusion is outstanding. A large proportion of its students come from wards with high social deprivation. The college has good and improving links with local schools, offering programmes to raise aspiration and encourage progression. There are also strong links with local special schools. A summer school programme has been offered since 1995 to encourage disaffected young people to enrol on college courses or enter employment. Provision has been developed at community venues, particularly to address the needs of the minority ethnic community. Provision for students experiencing or recovering from mental health problems is very good. The percentage of students from minority ethnic communities is more than double that in the community. Multi-lingual advice and guidance facilities are provided. Retention and pass rates are monitored carefully for all racial and gender groups to identify and respond to areas of underperformance. The equality and diversity committee is very effective and diversity is celebrated. Students with identified learning needs are very well supported. Support for students' literacy, numeracy and language skills is outstanding. The college has made good progress in

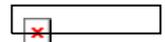
Disability Act 2001 (SENDA). Policies have been updated and a programme of diversity training is being provided for all staff. The college has conducted a full audit of all its premises and complies with disability discrimination legislation. Where access is poor for those with restricted mobility, it makes reasonable adjustments or provides appropriate alternative accommodation.

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



Guidance and support for students are outstanding. The work of three school liaison officers is effective in fostering links with local schools. During college open days and events in the community, parents and students are provided with multi-lingual, impartial advice and guidance regarding prospective courses. Induction procedures are comprehensive and suitable for the range of programmes available. Arrangements for initial screening to identify students' support needs are excellent. Learning support is valued highly by students. There are 550 students receiving additional learning support. Students with disabilities, including 140 students with mental health difficulties, receive an excellent range of support. A high priority is placed on a structured tutorial programme and regular monitoring of students' attendance. Students receive very effective support in group and individual tutorials and from teachers in their subject workshops. Students receive good assistance when making applications for HE and for employment. Student welfare services are well used. Over 65% of students are in receipt of educational maintenance awards. The college has comprehensive child protection procedures and, at the time of inspection, the implementation arrangements were satisfactory. There are effective external links to a range of agencies including the Connexions service, employers, and centres in the community.

### **Students' views of the college**



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

#### ***What students like about the college***

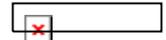
- the friendly atmosphere and encouragement from college staff and other students
  
- approachable teachers and tutors who give excellent support
  
- the quick return of students' work with constructive comments
  
- good support in financial, childcare, personal, advice and guidance
  
- access to computers and resources on the intranet

- the view that 'it's a great place to be'.

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

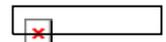
- the opening hours of the learning resource centre and the refectory
- a better choice available for vegetarian and Asian food
- the common rooms
- noise levels in the learning resource centre.

**Other information**

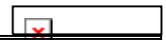


The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The college's action plan must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

**Part B: The college as a whole**



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



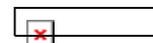
Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
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Teaching 16-18	75	25	0
Teaching 19+ and WBL*	83	14	3
Learning 16-18	71	28	1
Learning 19+ and WBL*	83	11	6

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

*\*work-based learning*

## Achievement and standards



1. Overall achievement is consistently good or very good at all levels. The college sets and meets challenging targets for retention, pass and success rates. Overall success rates for all students at levels 1 to 3, and long courses, place the college in the top 10% of general further education (FE) and tertiary colleges. As part of its quality assurance measures, the college makes a detailed analysis of achievements and takes effective action to maintain high standards or raise standards where they are too low. The proportion of students who reside in areas with post codes which indicate a high level of disadvantage increased by 5 percentage points in 2003/04 and to 47% in 2005. This proportion at the time of inspection was 54% for full-time students and 80% for students from minority ethnic backgrounds.

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

2. Achievement is very good overall. Retention rates have shown a steady improvement at all levels and are consistently above the national average of 82%. Pass rates are significantly above the national average on courses at levels 1 and 2. Pass rates on courses at level 3 are very high, placing the college in the top 10% of similar colleges between 2001 and 2003. In 2004, there was a drop in the overall level 3 pass rate to 85%, still well above the sector average, while retention rates improved by 8 percentage points to 91%. The large increase in enrolments for AS-level general studies, from 37 to 470, had an adverse impact in 2004. Although the success rate for AS-level general studies is at the national average, the pass rate is 10 percentage points below. Without AS-level general studies, the overall level 3 pass rate for 16 to 18 year olds is 92%, similar to 2002 and 2003. In 2004, the GCE A-level overall pass rate was very high, at 98%, and for AS level, without general studies, 91%. On vocational courses at level 3, there are around 160 students. The overall retention rate improved in 2004 to 75%, which is 13 percentage points above the national average. The pass rate is above the national average. On courses at level 2, for general national vocational qualification (GNVQ) intermediate qualifications, retention and pass rates are consistently well above the national average.

3. In 2005, the college recruited over half of 16 year olds from Pendle schools. Attainment on entry is relatively modest for some students. In local schools, the GCSE pass rate at grades A\* to C for five or more subjects is 41%, well below the national average. All students aged 16 to 18 achieve better than the national average for their ethnic backgrounds. Approximately 35% of full-time students aged 16 to 18 are from minority ethnic backgrounds, mainly Pakistani and smaller numbers of Indian and Chinese. Pass rates are significantly higher than the national average and also when compared with their ethnic group. The college uses internal measures based on individual GCSE scores to assess the progress that students make. By these measures, students make particularly good progress in GCE A-level law, sociology, accountancy, geography, information technology (IT), music technology and theatre studies. For 14 to 16 year olds, results for all applied GCSEs taken in 2004 have not

been fully disseminated, hindering a prompt overview and evaluation of all the partnership provision. In 2004, most pass rates for year 11 students on the national vocational qualification (NVQ) catering course were high.

4. Approximately 70 students are enrolled for each key skill programme at level 1. Retention rates and some pass rates are relatively high. For example, in IT, the pass rate is 77%, application of number 73%, and communication 72%. Pass rates are more varied on the level 2 programme, but highest in communication at 61%. The pass rate for application of number at level 3 is low.

5. The college currently has 152 work-based learners in 5 areas of learning. There are 54 advanced apprentices, 91 are apprentices at level 2, and 7 are working towards an NVQ. Retention rates are high. For example, the overall retention rate for all work-based learning programmes between 2002 and 2005 is 83%, rising to 90% for advanced apprentices. Achievement rates are satisfactory overall. Achievement on NVQ courses is good: 73% of learners who leave the programme achieve their qualification. The former low achievement of apprenticeship frameworks has improved significantly and is now satisfactory. Between 2002/03 and 2004/05, 59% of advanced apprentices and 57% of apprentices who left the programme achieved the full framework.

### **Adult learners**

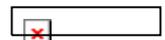
6. Achievement is good overall. Retention rates are very high, particularly at levels 1 and 2, and at level 3, the rate is 8 percentage points above the national average. Pass rates are approximately 5 percentage points above the national averages at all levels. Over all courses, this places the college at the 90th percentile when compared to similar colleges. Success rates for adults on short courses fell slightly in 2004 to 5 percentage points above the national average and at the 50th percentile. Approximately 27% of full-time and 23% of part-time students are from minority ethnic backgrounds. Pass rates fluctuate more on courses at level 1. Generally, adults from minority ethnic backgrounds achieve better on courses at levels 2 and 3.

7. Over 87% of part-time students are adults. Most are enrolled on courses leading to level 1 and level 2 qualifications, for example, in information and communications technology (ICT) and literacy and numeracy courses. Over 300 adults are enrolled on level 3 GCE A-level, NVQ and access courses. Overall pass rates are high. Pass rates on adult literacy and numeracy courses are high. There is very good development of listening, responding and writing skills. Students achieve high standards and they speak confidently of the progress that they make. Increasing numbers of students are undertaking programmes leading to Skills for Life qualifications. The college has exceeded this year's target by 15%.

8. Students from across the college participate in regional and national events successfully. For example, the college's girls' hockey team is representing the North West at the national championships held in summer 2005. Catering students have won the Covent Garden Foods student of the year competition in 2003 and 2004. In engineering, a college student who is an aerospace apprentice at Rolls Royce has reached the finals in a new regional award recognising excellence.

9. Attendance during the inspection was good at 85% overall. Attendance was highest in ICT at 90%, in hairdressing and beauty therapy at 87%, and English and communications at 87%. Students are punctual in most curriculum areas.

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



10. Teaching, learning and attainment were graded in 111 lessons. Teaching was good or better in

is significantly above the national average. The proportion of good and better teaching and learning is consistent at all levels. The quality of teaching and learning for adults is slightly better than for younger students. Two lessons were observed for 14 to 16 year olds and were judged to be good, with a good awareness of professional standards being fostered. There is a large proportion of good and very good teaching in AS-level lessons and on NVQ level 1 courses. The teaching in practical lessons is notably good. At the time of the inspection, students were preparing for their end of course examinations and the majority were involved in revision activities.

11. Teachers are knowledgeable subject specialists and many are skilful practitioners. Most lessons are very well prepared and well structured. In effective lessons, teachers are successful in engaging students' interest fully. Students benefit from excellent subject support from their teachers. Teachers take a strong interest in students' progress and general welfare. The support provided by technicians is valued by students and teachers. Health and safety procedures are given appropriate emphasis. Technicians in the science and mathematics area make a notable contribution to a range of lesson and field work activities. There is much good and some very good teaching in literacy, numeracy and additional support. A range of communication strategies is used. Students work effectively in pairs, small groups and individually. Both young and adult students interact well.

12. In less effective lessons, students are not involved enough in discussion or in a greater range of activities. They listen and take notes while the teacher talks at length. In a minority of lessons, students work at a slow pace or there are too few extension activities for more able students. The use of ILT is not well established in teaching and learning, particularly in humanities and science and mathematics. When used well, for example, in hairdressing and beauty therapy, it clarifies students' understanding.

13. Staff are well qualified in their subjects and many have industrial experience. Almost all full-time and many part-time staff are qualified teachers. The focus of staff development is on improving teaching and learning. The learning resource centres are well used, staff are helpful and the accommodation provides a good balance of private study space, computer access and space for group activity. Each area of learning has an established link with a 'learning resource champion'. Good communication between learning resource staff and the curriculum informs planning for future resource needs. Training and support are provided to teachers about the use of ILT to enhance the curriculum. New teaching staff receive an individual IT induction. Most classrooms have good computer access. Fixed data projectors are available in many of the teaching rooms, with portable projectors also available. A specialist team has developed a student intranet that provides detailed course information and information about learning resources. The ILT strategy is effective in promoting the sharing of good practice in resource development. The college achieved a Beacon Award for its learning resource centre in 2003/04.

14. Accommodation at the two college sites is welcoming, well equipped and well maintained. Resources are well managed at both sites. Most teaching rooms provide a high-quality environment for learning. In vocational areas, specialist resources are very good and of industrial standard. Most areas of the college are fully accessible to those with restricted mobility. On the few occasions where accommodation is not accessible, the college makes special arrangements. For example, a portable language laboratory was purchased to enable a student to study languages in an accessible room. Specialist equipment is provided for students with particular disabilities. Students and staff use good social and work spaces near classrooms. The college is planning to move to a single site at Nelson. Accommodation, mainly at the Colne site, is not of a consistently high standard and parts of the older building show signs of wear. Curriculum rooms in hairdressing and beauty therapy are too small or do not have enough storage space. Some classrooms are poorly ventilated.

15. Assessment and monitoring of students' progress are very good. Students understand what is expected of them. The process of setting a minimum acceptable grade is used very effectively to motivate students. Assessments are timed well throughout the year and records are detailed and accurate. Students receive very good feedback on their work. The feedback is detailed, timely and outlines clearly where improvements need to be made. There are rigorous internal verification procedures in place. Work is well marked and moderated internally. There are effective internal verification systems in place across most subject areas. Measures are in place to ensure effective standardisation. There is good compliance with external body requirements and where necessary,

action plans are monitored.

16. The assessment of literacy, numeracy and language levels is thorough. All full-time students who are studying at entry level or above undertake an online assessment which gives them immediate feedback. Tutors are given clear guidelines on how to assess students' writing skills in order to measure students' level of attainment. English for speakers of other languages (ESOL) testing is undertaken and support provided where necessary.

17. Tutors are very effective in monitoring students' progress and attendance and in providing support. The quality of most tutorials observed during inspection was high. Students also receive very good support from their teachers in subject workshops. The progress of individual students is well monitored through individual learning plans. These are detailed and outline clearly the actions required by students to improve. Heads of studies observe tutors regularly to ensure consistency and quality of approach. All parents are invited to attend an information evening within the first two weeks of term. Parents' evenings are held every term where staff discuss progress. In addition, letters are sent regularly to parents giving details on progress or course information.

18. A wide range of subjects and courses is offered for young people and adults in eleven areas of learning. Courses are provided at the college's two main sites, in the local community and in a number of employers' premises. Full-time and part-time courses from entry level to levels 3 and 4 are available. In ICT, the provision is well designed to meet students' needs. One curriculum area, visual and performing arts, has no full-time provision at level 2 for 16 to 18 year olds. The college is making good progress in developing provision outside its historical profile of level 3 courses. Marketing and publicity materials have improved. Overall enrolment figures increased significantly in 2004.

19. The college's strategy and action plan to implement Skills for Life is well devised and managed. It is having a positive impact. The college has expanded substantially the number of foundation level courses for young people. A 'fresh start' programme, in a number of vocational areas, has literacy and numeracy components which are taught by specialist staff. The college is beginning to provide literacy and numeracy in the workplace for a number of local employers, including the National Health Service (NHS).

20. The detailed Skills for Life policy includes clear reference to the organisation of key skills. Weaknesses in key skills are being resolved, and they are now satisfactory. Key skills have been integrated with the curriculum and a number of areas are making good progress. Key skills are now taught and developed at the beginning of work-based learning programmes. Test results are improving. In the hairdressing apprenticeship framework, achievement has increased significantly. However, there is still a lack of understanding by some tutors about how key skills can be made relevant in the workplace.

21. The college has a number of productive external links and partnerships. Links with the local schools are well established. Approximately 600 students from the local schools study on college courses such as engineering, catering, hairdressing and beauty therapy. Progression to college is increasing and one third of these students joined full-time college courses in 2004. The college contributes to the strategic area partnerships to ensure full, balanced and accessible learning provision is available for the area. Individual employers value the response of the college in meeting their needs and developing customised courses, but there is no established local employer network.

22. A wide enrichment programme is offered. Students benefit from visits abroad, master classes, participation in public performances, work placements and sporting activities. Good university links help students to take up specialist degrees at reputable institutions. Students extend their subject knowledge and awareness through visits abroad. For example, law students have visited Brussels to improve their understanding of law and government. Other students elect to participate in activities for fun, or to try something new. Successful work placement links have led to some students gaining employment. The art and music departments offer summer schools.

23. Guidance and support for students are outstanding. Student support services are very well

managed. The work of three school liaison officers is effective in fostering links with local schools. At college open days and events in the community, parents and students are provided with multi-lingual, impartial advice and guidance regarding prospective courses. Induction procedures are comprehensive and suitable for the range of programmes available. There are good informal links with support staff and curriculum staff. Where communication links are more formal, for example, in art programmes, the feedback to teaching staff is consistent and systematic.

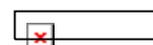
24. Arrangements for initial screening for any learning support for students are thorough. Students with specific learning difficulties undertake specialist assessment and receive very good support. Some students at entry level are offered individual support using a sensory approach. Well-qualified and experienced staff provide good literacy and numeracy support. This is provided sensitively and unobtrusively on an individual basis, in lessons and as an integral part of vocational courses for young foundation students. Young students with challenging behaviour who have a range of specific learning needs make good progress.

25. The college supports a wide range of students including some with profound and multiple needs, with dyslexia, dyspraxia, dyscalculia and Asperger's syndrome. Of particular note are the support arrangements for students with mental health difficulties. At the time of inspection, 120 students were being supported on programmes within the community, and 20 students supported on mainstream courses. Students value highly the support they receive. Study support for mainstream students includes motivational support providing help with study skills, revision techniques and individual problems.

26. The college has comprehensive arrangements to support the welfare of students. Some 65% of students are in receipt of educational maintenance awards, with many other students receiving financial advice and guidance. There is a confidential counselling service with a fully qualified counsellor and students are seen promptly. The college has a nursery for 2 to 4 year olds with 24 places available. There are good links to a range of other agencies including the Connexions service, employers, and centres in the community. The college arrangements for child protection are satisfactory overall. The comprehensive policy is implemented and key staff receive training to undertake their role. Governors review the policy annually, but have not yet received training. Although new staff have clearance procedures on appointment, existing staff have not been reviewed again.

27. Advice and guidance are comprehensive, impartial, multi-lingual and provided at appropriate levels throughout students' time at college. Some 300 students apply to HE. Students have opportunities to have practice interviews with staff as part of their preparation for HE and for employment.

## Leadership and management



28. Leadership and management at the college are outstanding. The principal and senior management team have set a clear strategy for the college, with a strong emphasis on raising the quality of teaching and learning. Following the appointment of a new principal in April 2004, a thorough strategic review was carried out, involving consultation with all staff. The three-year strategic plan provides an excellent framework for future development. It sets out the college's vision and values and sets detailed targets for improvement for all sections of the college. Progress against targets is reviewed regularly through meetings between managers and the principal. Good progress has been made, with improvements in almost all target areas, including measurable improvements in teaching quality, student recruitment, and staff deployment. The proportion of good or better teaching observed by inspectors has risen from 62% at the last inspection to 77%.

29. The college recently introduced a new management structure. Its implementation was well planned and completed without disruption to teaching. It created eight subject divisions and four

heads of studies, who are responsible for the recruitment and overall college experience of students. The new structure allows teaching staff with middle management responsibilities to spend more time teaching, and provides greater clarity of roles and responsibilities. It has been welcomed by teachers and managers. Roles within the senior management team have also changed to clarify lines of accountability. Managers are now more visible, setting aside time each day to walk around the college and talk to staff and students.

30. Curriculum leadership and course management are highly effective. Course teams meet regularly to discuss students' progress, retention rates and achievements. They intervene early when a student encounters difficulties. Course planning is thorough. Documents are well organised and completed. Arrangements for assessment, verification and the recording of students' progress are very good. There is an ethos of striving for continuous improvement. Self-assessments are detailed and self-critical. All areas for improvement identified at the previous inspection have been addressed, and nearly all have been rectified. The college has achieved consistently good results over recent years. It sets and meets challenging targets for retention, pass and success rates. Overall success rates place it in the top 10% of general FE and tertiary colleges, and retention rates are consistently above the national average for both young and adult students. These results are particularly significant given the large proportion of students who reside in post codes which indicate a high level of disadvantage, the proportion of students from minority ethnic backgrounds and the relatively low attainment of many school leavers in the Pendle area.

31. Communication in the college is excellent. The principal has introduced new channels of communication, and staff report that they are well informed about management decisions. The college academic board, curriculum team meetings, and college management meetings are all used to gather views of staff at different levels in the organisation. The principal holds a staff meeting each term, and there is a fortnightly newsletter to keep everyone informed of current developments. The college intranet also provides valuable resources for staff, including excellent access to up-to-date data on the performance of courses.

32. The college has good and improving links with local schools. In 2004, the college set up a school liaison team which has successfully increased these contacts. It participates fully in local initiatives such as the increased flexibility (IF) programme for 14 to 16 year olds, which has 600 pupils enrolled. The college also has strong links with special schools. Links with employers are less well developed. There are few courses aimed at employers' needs, though the Employer Training Pilot has recruited over 150 adult learners. A director of curriculum has recently been appointed with responsibility for employer support, and is developing a marketing plan.

33. Procedures for quality assurance are excellent. They are long established and very effective in improving the high standards of teaching and learning. The college carries out regular internal inspections which generate action plans for improvement. These are monitored rigorously, and are used in the self-assessment process. Self-assessment procedures are well established and effective. Action is taken quickly to improve areas of weakness. Self-assessment judgements are underpinned by excellent data on students' performance from the college management information system. Section reports are used as a basis for divisional reports, and the overall college report, which is scrutinized by governors. Links between quality assurance processes and professional development of staff are strong; both are managed by the same senior manager. The staff development plan for the college is compiled from the self-assessment report and through individual staff reviews.

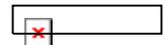
34. Governors perform their duties well. The number of governors has been increased recently and the board now has a good balance of new and experienced members. Governors meet monthly in term time. They thoroughly interrogate managers about the performance of the college, and particularly about progress with the action and recovery plans. The information they receive has improved over recent years, with the introduction of a regular principal's report and better data on college and student performance. Governors receive briefings from college staff, but few attend other training. In particular, they have not received recent formal training in equality and diversity or child protection.

35. Management of equality of opportunity is good. College statements on equality and diversity,

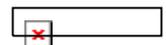
race relations, and disability have recently been updated and publicized. Targets for increasing participation of under-represented groups are set at strategic level and by divisions. The college equality and diversity committee represents groups from all areas of the college, including two student representatives. It meets termly to review policies and procedures, and monitor progress against the college's race relations action plan. Multi-lingual advice and guidance is available at the college. Diversity is celebrated: the college provides a prayer room for all faiths, and recreational activities to suit the interests of different ethnic groups. The college complies with the requirements of the disability discrimination legislation and the SENDA. The college makes considerable efforts to accommodate the needs of students with disabilities, including outstanding support for individuals. A range of courses is taught at community venues, for example, for students who need help with English, or to meet the needs of students with mental health problems.

36. Over the past two years, the college has faced considerable financial difficulties, resulting from a long-term failure to meet recruitment targets which led to a £1.4 million deficit in 2003/04. In response, the new principal and management team have developed and successfully implemented a recovery plan. Elements of the plan included staff cuts in areas of declining recruitment and under-deployment, through voluntary redundancy. Managers also worked to reduce costs by more efficient deployment of teachers. Clear targets for financial improvement were set and rigorously monitored. Costs are now significantly reduced. A considerable improvement in the marketing of the colleges' courses has improved recruitment. The college now meets its LSC recruitment targets. While financial reserves remain low and will take several years to rebuild, the college is now forecasting a modest surplus for 2004/05. Through good management, the college has increased its efficiency whilst improving the quality of students' experience. It produces outstanding results for students with a wide range of abilities, and assists many of them to progress to higher levels of education. The college provides good value for money.

### Part C: Curriculum and occupational areas



#### Science and mathematics



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

#### **Strengths**

- high pass and retention rates for most AS-level and GCE A-level courses
  
- much good teaching
  
- very good progress in relation to prior learning on most GCE A-level courses
  
- good progression to science related HE courses

- o very effective curriculum leadership and management
- o good use of technical support.

**Weaknesses**

- o little use of ILT in lessons.

**Scope of provision**

37. The college offers a wide range of courses in science and mathematics. GCE A-level subjects include biology, chemistry, physics, mathematics and further mathematics. The advanced vocational certificate of education (AVCE) in science provides a vocational option but recruitment is low. This course is due to be replaced in September 2005 by one which will allow students to take forensic science or medical science pathways. At level 2, GCSE courses are offered in mathematics, human physiology and health and in vocational science. The access to HE programme includes courses in science, forensic science and human physiology and health. The curriculum area works closely with local schools, providing courses for gifted and talented year 10 pupils. There are currently 633 enrolments on to science and mathematics programmes at levels 2 and 3, of which 454 are aged 16 to 18.

**Achievement and standards**

38. Overall retention and pass rates are very high. Pass rates on the majority of GCE A-level and AS-level mathematics and science courses are consistently well above the national average. The retention rate is high on AS-level science courses and in mathematics is at the national average. The retention rate on the AVCE in science has improved to 78% and pass rates are high. The GCSE mathematics pass rate at grades A\* to C was 54% in 2004, compared with the national average of 37%. Students on the access to HE course in psychology and health achieve well. GCE A-level students in all subjects consistently achieve better results than would be expected based on their GCSE results. In 2004, the performance of GCE A-level mathematics and chemistry students was particularly good. Those studying GCE A-level physics failed to make the progress expected. The proportion of students achieving high grades is often well above the national average. Students of Asian origin make up 43% of the enrolments on the GCE A-level programme. These students perform as well as other students; in 2004, male students from Asian backgrounds made significantly good progress. Progression to HE is good; 63 students out of 92 progressed to science related courses in 2004.

39. Students work well in lessons and are interested and attentive. The standard of work is very high on most courses. Students' assignment work is very good on the access to forensic science course. Most GCE A-level mathematics students show well-developed mathematical techniques and sound algebraic skills. Attendance was satisfactory at 81% during inspection.

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

Qualification	Level	Completion year:	2002	2003	2004
GCSE mathematics (1	2	No. of starts	202	173	129

year course) A* to C grades		% retention	65	72	78
		% pass rate	52	53	54
AVCE science (double award)	3	No. of starts	19	21	18
		% retention	47	76	78
		% pass rate	100	100	86
AS-level mathematics	3	No. of starts	61	51	46
		% retention	79	76	78
		% pass rate	83	97	97
AS-level biology	3	No. of starts	65	79	55
		% retention	86	82	87
		% pass rate	93	91	90
AS-level physics	3	No. of starts	29	34	22
		% retention	79	76	91
		% pass rate	74	88	90
GCE A-level chemistry	3	No. of starts	18	23	30
		% retention	94	87	100
		% pass rate	100	100	100
GCE A-level biology	3	No. of starts	42	43	55
		% retention	93	95	98
		% pass rate	100	100	94

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

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

40. Much teaching is good or better. Lessons are very well planned. In the best lessons teaching and learning are lively. In an effective physics lesson, students were asked to describe what was happening to the electron in various unusual applications of the laws of electromagnetic induction. An interesting software programme from the Internet was displayed on the screen using a desktop projector. This caused lively debate amongst the enthusiastic students. A wide range of activities is used in biology lessons when revising for examinations. Whiteboards are often used effectively to test out ideas, and lessons often end with a memory game such as dominoes. Students work confidently in the laboratory and good attention is paid to health and safety requirements. In mathematics lessons there is often effective explanation of topics followed by students working individually on problems. There is insufficient use of ILT in both science and mathematics programmes. Students appreciate the good resources found on the college intranet, but have little opportunity to use computers in lessons. Some over-directed teaching prevents students from learning at their own pace, and more able students are not always provided with extension activities.

41. Assessment and monitoring of students' progress are very good, and work is marked thoroughly and promptly. Students regularly discuss with teachers their progress against their target grades. Encouraging and supportive comments are given on students' work. Tutors receive information regularly. Students' attendance is monitored closely and absence is followed up quickly. Students' parents are informed when attendance or behaviour gives cause for concern.

42. Staff are well-qualified subject specialists who regularly update their knowledge and skills. One teacher is developing science materials for the Department for Education and Skills (DfES) standards unit. Technicians are involved closely in supporting students and staff. For example, they help a student with dyspraxia in practical sessions and also when students undertake conservation

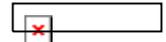
activities at Wycoller Country Park. Mathematics and science rooms have interesting examples of students' work displayed on walls. Equipment is generally of a high standard and rooms are clean and well kept. Desktop projectors are fitted in some of the mathematics and science rooms.

43. The curriculum area has strong links with partner schools. Subject enrichment is very good, for example, AVCE science students visit different industrial sites and GCE A-level students make visits to Chester Zoo and Daresbury Nuclear Physics Laboratories. Guest speakers are invited to give talks. Teachers provide very effective individual support in lessons and through the science and mathematics workshop. Diagnostic testing on entry is used to identify students' support needs. Science and mathematics courses have helpful booklets that ensure students are well informed early on of the requirements and demands of the course.

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

44. Leadership and management are outstanding. The department is very well organised and led effectively. Members of staff are clear what their responsibilities are. Teamwork and communications between staff are excellent. Strong emphasis is given to improving the quality of teaching and learning. Good, efficient systems are in place for the production of the critical self-assessment report and an action plan which focuses upon improving performance. Demanding targets are set based upon sector averages and current success. Equality of opportunity is good, with teachers aware of individual students needs and concerned to foster mutual respect.

## **Business administration, management and professional**



### ***Strengths***

- outstanding retention rates, pass rates and value added on AS-level and GCE A-level accounting courses
  
- high pass rates on most courses
  
- much good and very good teaching
  
- rigorous assessment procedures
  
- very good guidance and support for individual students
  
- regular review and thorough evaluation of courses.

### **Weaknesses**

- low pass rates on the diploma in medical reception
  
- insufficient involvement of students in a minority of lessons
  
- insufficient co-ordination of on-the-job and off-the-job training.

### **Scope of provision**

45. The college offers a range of full-time and part-time courses from foundation to advanced and higher levels, with good progression opportunities. There are full-time courses in business and for medical receptionists, and part-time courses in business, secretarial studies, operations management and accountancy. AS levels and GCE A levels are offered in accounts, economics and business studies. In 2004, the college replaced AVCE business with the national diploma. At level 2, GCSE business studies and the Business Technology Education Council (BTEC) first diploma in business are offered. The college has developed a 'fresh start' business course at foundation level. The large majority of the 212 full-time students are aged 16 to 18. In addition, there are 81 adults on part-time business courses and 28 on word processing qualifications. There are 52 work-based learners in administration and accounting.

### **Achievement and standards**

46. Pass rates are high on most courses. Achievements are good on AS-level and GCE A-level business courses, and pass rates are consistently above the national average. Achievement is outstanding in AS-level and GCE A-level accounting. Most students complete their course and they consistently achieve grades above those predicted by their GCSE results. Pass rates on full-time vocational courses are high; the proportion of students achieving high grades on AVCE business is above the national average. Pass rates on the diploma in medical reception are low. Retention rates are at, or above, national averages on all courses except GCE A2 business studies. In the period 2001 to 2003, the retention and pass rate of students on work-based learning programmes were low in administration and average in accounting. Current college data show high retention rates and these learners are making good progress towards apprenticeship framework completion.

47. The quality of students' work is high on most courses. Students' assignment work on vocational courses is well planned and presented. In business studies, students have a good understanding of business terminology and key concepts and can apply these well to realistic business case studies and project work. Most students are confident in presenting their ideas to others. Adult students on part-time secretarial courses develop a good range of practical skills. Attendance during the inspection was good at 85%.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Certificate in word processing	1	No. of starts	545	461	270
		% retention	86	91	96

		% pass rate	59	87	80
GNVQ intermediate business	2	No. of starts	26	*	15
		% retention	73	*	80
		% pass rate	58	*	67
NVQ accounting	2	No. of starts	23	17	18
		% retention	78	88	78
		% pass rate	89	100	93
AS-level accounting	3	No. of starts	28	23	31
		% retention	86	78	87
		% pass rate	79	100	96
GCE A-level business	3	No. of starts	53	50	29
		% retention	92	80	83
		% pass rate	100	100	100
AVCE business (double award)	3	No. of starts	29	30	16
		% retention	83	47	81
		% pass rate	29	100	85

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

\* fewer than 15 students enrolled

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

48. Much of the teaching is good and very good. Teachers plan their lessons carefully and take account of students' different ability levels. Lesson plans, work schemes and assignments cover a good range of activities. Handouts are well written, easy for students to follow and help them to learn very effectively. Teachers have high expectations of their students. In practical lessons, they ensure that students learn in a way that suits individual needs. For example, in a word processing workshop, students who were working to achieve qualifications at different levels, had clear objectives linked to their individual learning plans. In the best lessons, learning is checked regularly and students show interest and involvement. In an accounting lesson, working in small groups, students calculated the component parts of a profit and loss account; the results were collated to produce a final balance sheet. At the time of the inspection, GCE students were revising for external examinations. Teachers used a wide range of imaginative activities to develop students' understanding and their examination technique; these included work in pairs and groups, presentations and quizzes and time lines. Students make good use of the Internet to research their assignments, but there is little use of ILT during lessons. In a minority of lessons, teachers play too prominent a role and do not give students enough scope to use their own initiative or to develop their understanding. For part-time students, their experience from their workplace is not used enough.

49. Teachers are well qualified; many have relevant vocational experience, but some lack recent industrial experience. Classrooms are spacious and contain good displays of students' work. Students have good access to computers to complete their assignments. The intranet contains a good range of interactive learning materials.

50. Assessment practice is rigorous and highly effective. Homework is set regularly and marked accurately. All full-time students are given a minimum target grade; progress against this is monitored closely. Coursework assignments are well written and encourage students to achieve high grades. Teachers provide helpful comments on how to improve their performance and on the use of English. Teachers monitor students' attendance closely and follow up absences. The assessment and review procedures in work-based learning are good.

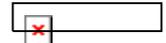
51. Students benefit from a range of enrichment opportunities. These include visits to local universities and businesses, a trip to a theme park, a residential visit to Barcelona and an additional qualification, the certificate in financial studies.

52. Guidance and support for individual students are very good. Teachers provide a high level of support outside lessons. Subject workshops are well attended by AS-level and GCE A-level students. Group and individual subject tutorials are effective. Full-time vocational students review their individual targets at the weekly tutorial sessions. Initial assessments identify students who need additional support and this is organised quickly. Work-based learners receive good support in college and in the workplace.

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

53. Leadership and management are good. Managers and teachers have responded well to the new college structure. Managers provide clear leadership and know what they need to do to improve the quality of provision. In the self-assessment report for the area, staff have identified the majority of the key issues, and action plans are monitored closely. Staff development focuses on teaching and learning. The quality and accessibility of management information is very good; it is used appropriately to monitor the performance of students and for decision making. Equality of opportunity is promoted well. In a lesson on employment legislation, race and gender issues were discussed and handled sensitively. Work-based learning is managed effectively, but there is insufficient co-ordination of on-the-job and off-the-job training.

### **Information and communications technology**



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

#### ***Strengths***

- very high retention and pass rates and outstanding value added results
- good practical and oral skills of vocational students
- much good and very good teaching
- rigorous assessment and monitoring of full-time students' progress
- well-designed vocational and adult provision to meet students' needs
- very good support for students

- o highly effective leadership and management.

**Weaknesses**

- o lack of links with industry.

**Scope of provision**

54. Courses are offered at the college sites, community venues and at the 'drop in' skills centre in Colne. There are 228 full-time students studying GCSE ICT, AS levels and GCE A levels in ICT and in computing. Vocational courses offered are the introductory diploma for IT at work, and first diploma and national diplomas in IT. Most students are 16 to 18 years old. Full-time students are also enrolled on IT key skills programmes. With partner schools, the double award GCSE in ICT is offered to 14 to 16 year olds. Approximately 360 part-time students follow courses which include the START award, new computer literacy and information technology (new CLAIT), CLAIT plus, the European computer driving licence (ECDL), and level 2 certificates for IT users.

**Achievement and standards**

55. Retention and pass rates on the majority of adult, vocational and academic IT courses are high. In 2004, most courses had high pass rates. Over the last three years the proportion of high grades on advanced level courses was well above national averages. In 2004, GCE A-level ICT was 32 percentage points above the national average. Students perform very well in GCE A-level computing and ICT and above that predicted by their GCSE results. Students perform significantly better than expected on the AS-level computing course. Results for the large number of adults are very good. Approximately 70% of students on advanced level courses progress to HE or employment.

56. Students' written work is very well presented and of a high standard. Students on full-time vocational courses have good practical skills and talk clearly and confidently about their work. First diploma students demonstrate very good manipulation of animation and web design packages to produce and upload attractive websites. They confidently describe problems relating to a particular animation software and web browsers.

57. Attendance during the inspection was very good at 90%.

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

Qualification	Level	Completion year:	2002	2003	2004
New CLAIT 1 year	1	No. of starts	*	238	268
		% retention	*	88	87
		% pass rate	*	74	70
START award in technology, computing and IT (1year)	1	No. of starts	***	133	105
		% retention	***	100	98
		% pass rate	***	80	92
GNVQ intermediate	2	No. of starts	15	17	18

information technology		% retention	100	88	89
		% pass rate	80	87	100
European computer driving licence (ECDL) 1 year	2	No. of starts	145	**	87
		% retention	98	**	91
		% pass rate	72	**	94
AVCE ICT (double award)	3	No. of starts	19	33	28
		% retention	68	70	86
		% pass rate	85	96	88
AS-level computing	3	No. of starts	32	24	25
		% retention	84	83	84
		% pass rate	96	90	95
GCE A-level ICT	3	No. of starts	44	50	36
		% retention	91	94	97
		% pass rate	98	100	100

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

\* course did not run

\*\* comparable data not available

\*\*\* fewer than 15 students enrolled

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

58. There is much good and very good teaching. Students are well motivated and focused throughout their lessons, and teachers have high expectations. This is particularly notable in level 1 and level 2 vocational courses. In theory lessons, teachers use good paper and electronic materials skilfully to illustrate points. Their questions are challenging and include all students. For example, in one GCE A-level ICT revision lesson on operating system interfaces, answers from students generated an animated debate about the meaning of technical terms and processes. In a well-prepared lesson for first diploma students, involving course materials prepared by the teacher, appropriate Internet resources and interactive activities, students were able to use a virtual learning environment and to move seamlessly between the different areas.

59. Part-time students make effective progress using well-devised learning materials. Students find them easy to use and help is readily available. In a minority of lessons, teachers dominate proceedings and students have insufficient opportunity to work independently.

60. Computer rooms are well equipped and have space for students to work in groups or individually when not at a computer. The excellent range of resources on the college network is well used by students. The learning resource centre provides a good range of course related texts and online databases, but little material to help the more able students extend their reading and knowledge of the subject. Staff are enthusiastic, appropriately qualified and update their skills regularly.

61. The assessment of students' work is rigorous. Teachers monitor students' progress thoroughly during the year. Extended pieces of coursework are also monitored closely with good feedback to students on how to improve at each stage. Students on the AVCE course have comprehensive individual learning plans. GCE A-level students compare their progress against a minimum target grade in a well-developed system, but it has yet to be implemented fully for vocational students.

62. There is a good range of courses with clear opportunities for progression through levels of qualifications. The provision is particularly well designed for part-time students and those on vocational programmes. The drop-in skills centre allows students to attend to meet the demands of

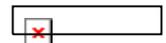
shift patterns and personal commitments. Vocational provision was identified as very good in an Ofsted survey report. Key skills for communication and improving own performance are developed effectively. Links with industry are not well established. Students do not have work experience and make few visits.

63. The support provided to help students achieve is very good. The provision of additional learning support on level 1 and level 2 courses helps students to cope very well with their work. Adult part-time students also benefit from effective support. Good use is made of motivational workers to help students with poor or underdeveloped study skills. Weekly subject workshops are provided for those who are behind with work or are having difficulty. Tutorials help students develop good study skills and provide useful careers guidance. Adults who attend the skills centre receive very good guidance.

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

64. Leadership and management are very effective. The management of the area provides consistency of quality across programmes and promotes a strong team ethos. Self-assessment is rigorous and thorough. Issues identified have been acted on and improvements secured. There is a very strong focus on monitoring progress to maintain high achievements and to meet learning needs. Discussion on good practice in teaching and learning is a standard item in fortnightly meetings. Staff appraisal is used to identify training to improve teaching and course development. The college identified under-representation of females and of students from Asian backgrounds on some full-time courses. Appropriate role models from staff and students and have been used in recruitment, resulting in an increase of applications from these groups.

### **Hairdressing and beauty therapy**



Overall provision in this area is **good (grade 2)**  
Contributory grade for work-based learning is **good (grade 2)**

### ***Strengths***

- high and improving retention and pass rates on many courses, including work-based learning
- high standards of students' practical work
- much good and innovative teaching
- very good support for students
- well planned co-ordination of on-the-job and off-the-job training

- o strong leadership and management.

**Weaknesses**

- o low progression to level 3 in hairdressing, including advanced modern apprenticeships
- o limited accommodation for the number of students
- o little reinforcement of equal opportunities in work-based learning.

**Scope of provision**

65. Courses in hairdressing and beauty therapy are offered from NVQ level 1 to level 3. A range of attendance patterns is available. Courses are available in hairdressing for men, body massage, manicure and advanced nail techniques, depilation and reflexology. There are 281 students overall. Approximately 72 full-time and 35 part-time students are on hairdressing courses and 127 part-time and 47 full-time students are on beauty therapy courses. The college offers introductory programmes in hairdressing and beauty therapy for approximately 100 school pupils. There are 55 apprentices and advanced apprentices working towards NVQs levels 2 or 3 in hairdressing and key skills qualifications.

**Achievement and standards**

66. Retention and pass rates on many courses, including those for work-based learners, are high and improving. Pass rates on the NVQ courses at levels 1 and 2 in hairdressing, on the depilation certificate and on beauty therapy courses at level 3 are above the national averages. Pass rates are low on some short courses for advanced nail techniques and are well below the national average. Progression from level 2 to level 3 is poor in hairdressing.

67. Students make good progress and show high standards of practical ability in relation to their time spent on courses. For example, NVQ level 1 hairdressing students are able to undertake complex colouring and long hair techniques usually associated with level 3 work. School pupils on the 14 to 16 programme complete practical hairdressing treatments successfully. These included shampooing, blow drying and long hair work in preparation for a college competition. Part-time NVQ level 3 beauty therapy students demonstrate good massage skills and are able to adapt techniques to new routines and different client needs. The development of students' professional, social and practical skills is good. Attendance during the inspection was high at 87%.

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

Qualification	Level	Completion year:	2002	2003	2004
City and Guilds NVQ hairdressing (one year)	1	No. of starts	61	62	55
		% retention	74	77	78

		% pass rate	100	92	91
City and Guilds NVQ hairdressing (one year)	2	No. of starts	41	32	39
		% retention	66	94	79
		% pass rate	89	83	87
NVQ beauty therapy (one year)	2	No. of starts	29	35	49
		% retention	69	69	94
		% pass rate	80	88	80
Cosmetic make up (one year)	2	No. of starts	*	73	15
		% retention	*	73	80
		% pass rate	*	81	75
Depilation certificate (short)	2	No. of starts	*	16	15
		% retention	*	88	100
		% pass rate	*	93	100
Vocational Training Charitable Trust (VTCT) body massage certificate (one year)	3	No. of starts	26	30	25
		% retention	92	73	92
		% pass rate	96	68	100

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

\* fewer than 15 students enrolled

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

68. Much teaching is good and some is innovative in hairdressing and beauty therapy lessons, and work-based learning. Most lessons are well-planned and teaching methods take account of the different learning styles of students. The innovative use of ILT in teaching stimulates learning. For example, in hairdressing lessons, good use is made of college- devised interactive quizzes based on popular television programmes. Students play the part of contestants in revision lessons. This is stimulating for students and provided a good opportunity to check their understanding. In one quiz, students use the Internet for the 'life line - ask a friend'. In a theory lesson for foundation students, the teacher used an Internet site as the starting point for knowledge of the neutralising process. This was linked effectively to handouts and group work to create a coherent lesson. Practical lessons emphasise the acquisition of good professional standards and technical ability. The salons are well used by clients, and the good pace of work and attention to good timekeeping keeps students busy. For work-based learning, a particularly well-designed scheme of work integrates on-the-job and off-the-job training and is shared with employers.

69. Space for practical work is inadequate overall. Some salons are too small for the number of students and there is not enough storage space for consumables and bags. Theory rooms have very good teaching resources. ILT is well used in teaching and learning, including the use of well-designed powerpoint presentations. Students are encouraged to use the virtual learning environment and visit curriculum-specific Internet websites. The computer-based learning resource enriches learning opportunities and can be accessed from home. Teachers are well qualified.

70. Assessment is regular and verification procedures are good. Students understand the NVQ assessment process and are able to collect evidence to enable the completion of units. External verification reports are good. Progress with assessments is monitored closely in tutorials and practical lessons, and is well recorded. Students are encouraged to take responsibility for their own progress and become independent learners. A thorough review monitors the progress of work-based learners. College teachers ensure continuity between assessments carried out at the college and in the workplace. Visits to the workplace take place every four weeks. Although equal opportunities are discussed at induction, there is little reinforcement in work-based learning reviews.

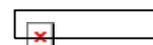
71. The range of provision is satisfactory. There is a traditional range of courses, matched to local demand. Courses are offered in hairdressing and beauty therapy from NVQ courses at level 1 to level 3 with short, additional courses in beauty therapy. An introductory programme for 14 to 16 year olds is offered at NVQ level 1 in hairdressing and beauty therapy. This programme is effective and many students have progressed to full-time courses at college. NVQs, apprenticeships and advanced apprenticeships are offered in hairdressing and beauty therapy for work-based learners.

72. The support which students receive is very good. Students with specific needs are helped with particular equipment, furniture adaptations or occasionally, where necessary, with extra lessons to achieve their qualification sooner than intended. A student with a hearing impairment has been provided with an amplifier when using the phone for reception work. Students receive good support in practical and theory lessons. College teachers also give support or make assessments outside lesson times.

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

73. Leadership and management of the curriculum area are strong. Staff and managers share a good sense of teamwork where good practice is celebrated and shared. Students' performance is monitored regularly. Resources are deployed effectively. In work-based learning, on-the-job and off-the-job training is well planned and co-ordinated and supports the good progress of learners. Links between employers and the college are good. Employers' awareness about equal opportunities and their use of equal opportunities policies are not developed sufficiently. All teachers are involved in the development of the self-assessment report. Inspectors agreed with the self-assessment report's judgements on teaching and learning. Significant improvements have been made over the last year.

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



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

#### ***Strengths***

- high pass rates
  
- high retention rates on performing arts courses
  
- very good teaching and learning in most lessons
  
- high standards of students' visual, performance and written work
  
- very good guidance and support

- effective curriculum management.

### **Weaknesses**

- lack of pace in media and film lessons
- no full-time provision at level 2 for 16 to 18 year olds.

### **Scope of provision**

74. A wide choice of visual and performing arts, music and media subjects is available. The majority of courses are AS-level and GCE A-level courses and qualifications at level 3. Most students are aged 16 to 18. The college offers a popular foundation diploma course in art and design. Adult students on level 3 courses attend through infill the GCE A-level courses and attend full time the foundation course. There is a small amount of part-time provision for adults and school pupils at entry level, level 1 and level 2. There are no full-time courses at level 2 for 16 to 18 year olds. Overall, there are 431 students, of whom approximately 145 are on full-time courses, and the remainder are enrolled on one or more part-time courses.

### **Achievement and standards**

75. Pass rates are high on visual and performing arts and media courses, with high retention rates on performing arts courses. Pass rates in AS-level drama and music technology, GCE A-level media studies and drama and theatre studies have been 100% over the last three years. Pass rates in AS-level media studies, music, art and design, and for GCE A-level music and art and design are at, or above, national averages. Students achieve high grades, significantly above the national average in AS-level music technology and GCE A-level drama and theatre studies. Grades achieved at A\* to C in GCSE media are 38 percentage points above the national average. On entry, significant numbers of students have very good drawing or practical musicianship skills, but low examination success at GCSE. They make very good progress overall.

76. Students are very well motivated. Technical competence in music and performance is at a high level. Technical vocabulary is well used in discussion. In music, AS-level students made pertinent analytical comments and a detailed comparison between two contrasting scores. Drawing and research skills are well developed in the visual arts. Final projects by foundation students show very good development of large-scale and dynamic images in two and three dimensions, exploring urban and rural landscapes. GCE A-level textile students produce original and very good work. Fabrics are sensitively coloured, layered and embellished. One student had made a coat to explore form, using patchwork and fragmented print images. Sketchbooks are more mixed in quality. Research and colour exploration are often good, but some pages are over annotated to the detriment of imagery. Students of all ages work together well. Creative work is celebrated and displayed prominently throughout the college.

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

Qualification	Level	Completion year:	2002	2003	2004
GCSE media A* to C grades	2	No. of starts	**	20	17
		% retention	**	70	82

		% pass rate	**	79	100
GCE A-level media	3	No. of starts	33	36	46
		% retention	94	92	91
		% pass rate	100	100	100
GCE A-level theatre studies	3	No. of starts	23	22	*
		% retention	83	100	*
		% pass rate	100	100	*
AS-level music history/theory	3	No. of starts	24	26	18
		% retention	96	81	100
		% pass rate	83	81	100
GCE A-level music technology	3	No. of starts	*	18	20
		% retention	*	83	95
		% pass rate	*	100	100
AS-level art and design	3	No. of starts	181	173	101
		% retention	77	69	86
		% pass rate	77	55	93
GCE A-level art and design	3	No. of starts	102	131	67
		% retention	82	88	97
		% pass rate	96	95	95

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

\* fewer than 15 students enrolled

\*\* course did not run

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

77. Teaching and learning are very good. Lessons in music, music rehearsals and theatre studies are vibrant and interesting, and teachers use a variety of appropriate methods and demonstrations. The most successful lessons are very well structured with clear objectives. The pace of work in these lessons is lively and students are involved fully. Teachers have high levels of specialist skill. In a GCE A-level music harmony lesson, students were analysing the chord structure of a Bach chorale. The teacher used simple mnemonics to jog students' memories. The use of formulaic solutions to harmonic progression helped students to harmonise successfully in the style of Bach. Theatre studies students who had developed new characterisations of a recently performed text were asked to justify their new treatment while maintaining the context of the original. There is a good balance of class and individual teaching in most lessons, leading to productive work. Adult students on a level 2 art access course made confident presentations to the rest of the class about their progress. Their projects included the design of a cover for a family history book, posters linked to the work of Modigliani and a series of humorous prints. The teacher facilitated the discussion through well-timed suggestions about further research, design development and choice of media. All students are making very good progress in their research skills and constantly challenge themselves and each other to fully explore the potential of their designs. In a minority of lessons, the pace of learning is too slow, there is too much direction from the teacher and too little variation in activity.

78. Specialist spaces and resources are good. For example, music students use specialist musical software for composition, and design software is available for graphics and photography students. These resources are available for individual work outside timetabled lessons. The good textiles facilities enable large scale prints and fabric lengths to be produced. Most studios are light and of good size.

79. Assessment and monitoring of students' progress are highly effective. Students are clear about what is required of them in their assignments. Marking of work is thorough; students receive full and constructive feedback with a clear indication of where improvements could be made. Good work is acknowledged.

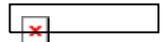
80. There are good links with local groups and societies. For example, the student choir was rehearsing the oratorio *Creation* in preparation for performance with a local choral group. Excellent enrichment opportunities are provided through the wide range of extra curricular music and performance ensembles, gallery visits and project-related research visits by individual students.

81. Support and tutorial guidance for students are very good. Diagnostic testing is carried out at the start of the college year. Students with specific learning disabilities, such as dyslexia, receive prompt specialist support. Students appreciate this and find the support valuable.

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

82. Leadership and management are very effective. Course teams focus on students and improvement. Meetings are well documented and action points followed up promptly in each of the subject areas. Managers work closely with staff to monitor students' progress closely. Early intervention takes place when concerns emerge. Course documentation is thorough and consistently well completed. Teamwork within each of the specialist subject areas is good. Inspectors agreed with the self-assessment report. Areas of teaching and learning which were identified for improvement at the last inspection have made good progress.

## **Humanities**



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

### ***Strengths***

- very high retention and pass rates at AS level and GCE A level
  
- outstanding performance in relation to prior GCSE attainment in GCE A-level law and sociology
  
- very good teaching
  
- highly effective monitoring of students' progress
  
- excellent subject and pastoral support for students

- highly effective curriculum management.

### **Weaknesses**

- little use of ILT in teaching and learning.

### **Scope of provision**

83. The college provides GCSE courses in psychology and sociology and AS-level and GCE A-level courses in politics, law, psychology and sociology. Access to HE courses are offered for adults in criminology, law, psychology or sociology. There are currently 109 part-time enrolments; most are adult students. There are 403 students on GCE A-level, AS-level and GCSE courses, of whom the large majority are aged 16 to 18. The highest number of students is in psychology with 203, sociology has 135 students and there are 124 students in law.

### **Achievement and standards**

84. Pass rates at AS level and GCE A-level are very high. A significant proportion of students also achieve high grades. For example, in GCE A-level law and sociology, over 50% of students achieved high grades. Students in law and sociology make outstanding progress based on their attainment at GCSE. GCE A-level law is in the top 5% of colleges in 2004. Sociology pass rates are also very high and consistently in the top 10% of colleges. GCE A-level politics and sociology pass rates have been 100% for the last three years. Retention rates are very high and above national averages in all subjects.

85. The standard of students' work is very high. Assignments are well written with good clarity, outstanding attention to detail and very good analysis. In law and politics, students have a very good understanding of key concepts and apply these with conviction. In the best lessons, discussion is vigorous with some excellent and perceptive comments from students. On the criminology course, adult students show excellent understanding of the biases and pitfalls of criminal profiling through group discussion and giving presentations to the rest of the class. Attendance during the inspection was generally satisfactory at 81%.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
GCSE psychology grades A* to C	2	No. of starts	*	23	19
		% retention	*	74	63
		% pass rate	*	94	83
AS-level government and politics	3	No. of starts	23	25	18
		% retention	91	84	94
		% pass rate	81	86	76
AS-level psychology	3	No. of starts	126	112	91
		% retention	76	81	82
		% pass rate	94	91	89
AS-level sociology	3	No. of starts	89	66	34

		% retention	81	77	94
		% pass rate	86	82	94
GCE A-level law	3	No. of starts	41	46	43
		% retention	95	89	93
		% pass rate	95	98	100
GCE A-level psychology	3	No. of starts	53	62	72
		% retention	100	90	92
		% pass rate	96	100	98
GCE A-level sociology	3	No. of starts	23	43	34
		% retention	91	95	94
		% pass rate	100	100	100

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

\* fewer than 15 students enrolled

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

86. Teaching and learning are very good. Most lessons are well structured and engage students. The level of attainment in lessons is high and students are confident when faced with challenging tasks. In a psychology lesson, students investigated the differences between traditional and progressive methods of teaching. This involved assessing the impact of students tutoring each other, critical thinking skills and different methodologies following viewing scenes from the film *Kes*. The teacher skilfully drew out students' knowledge, building their confidence and developing good use of technical terminology. The lesson had humour as well as academic rigour. A GCSE sociology lesson looked at tabloid and broadsheet styles. The teacher used students' knowledge of press techniques with reference to recent Sunday papers. Students demonstrated their understanding of approaches to sensationalism by working collaboratively to produce a tabloid front page having decided which styles attract readers. Students produced witty and perceptive work illustrating their assimilation of the lesson objectives. In a minority of lessons, the development of independent learning skills is insufficient. Teachers provide erudite exposition, but student activity consists of listening and note taking with too few opportunities to test their understanding, or work collaboratively. ILT is not used to its maximum potential to illustrate and exemplify points. References to pertinent websites are made in most lessons.

87. Resources used in lessons are satisfactory. Course materials are good. The learning resources centre has a satisfactory selection of materials. Psychology resources are very good and are used extensively by students. Many classrooms are fitted with display projectors. Displays in rooms contain good examples of students' work. Teachers are well qualified and experienced.

88. The monitoring of students' progress is highly effective. Teachers make a detailed analysis. The setting of targets is thorough and motivates students who are aware of their minimum acceptable grade. Homework is set regularly. Work is marked thoroughly and returned promptly to students. The feedback that students receive on written work is very good. It is constructive, sufficiently analytical and helpful in understanding which skills need to be developed in order to improve.

89. The range of courses available and overall recruitment are good. In law and politics, there is a good range of innovative enhancement available to broaden understanding. Progression to HE is very good. For example, 42% of law students proceeded to a law related course at university. Links with universities are good. Gifted students benefit from an e-mentoring scheme with Oxford University students.

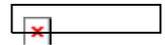
90. Students receive excellent support. Tutors and teachers give their time to assist when academic or personal difficulties are encountered. A range of support agencies supplement the work of the

personal tutor. Motivational tutors, workshop sessions, a responsive careers and HE service and college counsellors provide good and effective personal support.

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

91. Leadership and management in humanities are very good. The division is well led. Staff and students feel well informed. Overall, self-assessment is good and has clear action plans to make improvements. Staff share good practice through formal and informal channels. Course documentation is good, although the minutes from some meetings do not have a clear enough allocation of responsibilities to ensure actions are carried out within a set timeframe. Promotion and understanding of equal opportunities and diversity issues are good. Provision is assessed in terms of ethnicity and gender and plans to address issues are formulated. The college has a good multicultural ethos that celebrates diversity, and students believe that the college values the individual and works to develop respect and tolerance.

### **English and communications**



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

#### ***Strengths***

- very high pass and retention rates
  
- excellent student achievement relative to their prior attainment
  
- very good teaching
  
- outstanding academic support for students
  
- highly effective curriculum management.

#### ***Weaknesses***

- lack of student punctuality in a minority of lessons.

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

92. The college provides GCSE English, AS level and GCE A levels in English language, English

language and literature, English literature and communication studies. The majority of students in this area are full time and aged 16 to 18. GCSE English represents just less than half the total provision, which caters for some 334 student enrolments in all. A tenth of the students are adults taking GCSE. Small numbers of students also take the Advanced Extension Award, and there is a small English provision for students taking access to HE.

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

93. Students' achievements are excellent across the full range of courses. Pass rates in all English and communication subjects are consistently above the national average. The pass rate in GCE A-level English language and literature has been 100% for the last three years, and for two of the last three years it has also been 100% in AS-level and GCE A-level English literature, GCE A-level English language and GCE A-level communication studies. Passes at grades A\* to C are above average in GCSE English. The proportion of students gaining high grades at AS level and GCE A level is larger than average in nearly all subjects. Retention rates are above average. Students progress well on their courses and to HE. Some 72% of students who completed English GCE A levels in 2004 went on to university, many of them to do an English-related degree course. Students' achievements on GCSE courses compared with their performance at AS level and GCE A level show that an exceptionally large proportion of students achieve significantly better results than those predicted.

94. Students enjoy their lessons. They work well in their lessons and make good progress. Most students produce good work that is appropriate for the level of their course. At GCE A level, the best coursework shows originality, independent thought and high levels of accuracy. Students respond perceptively to texts, showing awareness of background and context. They are able to identify and comment, making effective use of appropriate technical vocabulary, on how writers use literary and linguistic techniques. Students studying GCSE show good speaking, listening and writing skills, and develop relevant examination techniques. Attendance during inspection was good at 87%. However, the lateness of students affected a minority of lessons.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
GCSE English language (A* to C)	2	No. of starts	94	88	59
		% retention	59	63	69
		% pass rate	69	69	66
AS-level English language	3	No. of starts	58	40	19
		% retention	88	83	89
		% pass rate	98	94	100
AS-level English language and literature	3	No. of starts	81	63	41
		% retention	80	87	88
		% pass rate	100	93	89
AS-level English literature	3	No. of starts	19	20	16
		% retention	89	70	94
		% pass rate	100	100	93
AS-level communication skills	3	No. of starts	27	37	29
		% retention	81	65	90
		% pass rate	100	96	96
GCE A-level English language and literature	3	No. of starts	53	62	40
		% retention	98	92	98

		% pass rate	100	100	100
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Source: ISR (2002 and 2003), college (2004)

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

95. Teaching and learning are very good. Lessons are well planned and structured, involving and supporting the students effectively in a range of learning activities to build skills and confidence. Schemes of work are detailed, flexible and realistic. Learning materials are focused and well prepared, helping students develop and practise study methods and examination techniques. In the best lessons, all the students participate in bringing together and applying the skills and techniques of linguistic and literary analysis, with enthusiasm. In one revision lesson, groups of GCE A2 English language and literature students analysed poems on similar themes in different dialects, leading to their considering the process of language change and how it contributes to literary effect. In another revision lesson, AS-level literature students engaged in a well-informed and thoughtful debate on the legacy of Caryl Churchill's *Top Girls*. In some lessons, teachers talk too much and rely too heavily on whole-class question and answer sessions.

96. Students are set demanding but realistic targets to motivate them and guide their progress. There is an effective system for setting, monitoring and reviewing targets, so that students are involved in planning their work and are always aware of what they need to do to improve. Information derived from initial assessment is well used by teachers in planning and teaching lessons to meet the needs of individuals. Homework is set regularly and marked accurately, with helpful comments from teachers. Externally verified coursework is assessed accurately in accordance with national standards.

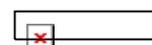
97. The range of courses is good and meets students' needs. Students make use of good enhancement activities such as theatre trips, a readers' club, and optional preparation for the Advanced Extension Award. English is taught in pleasant classrooms with students' work well displayed. Library book stock is satisfactory. Teachers are well qualified and experienced. Good online resources for English are available to students on the college intranet. In some lessons, teachers do not fully exploit opportunities to extend learning further through imaginative use of IT.

98. Teachers give exceptionally good individual attention and support to students in and out of lessons. Workshops and holiday classes are provided for those who need them; staff are generous with their time and know their students as individuals. Subject staff and personal tutors co-operate well to provide targeted academic guidance. Students are confident that they can approach staff as appropriate, whether as part of the tutorial system or on an individual basis. They appreciate the individual help that is available to them and the commitment shown to them by staff. Tutors follow up absences effectively. Students receive helpful pre-course advice.

### **Leadership and management**

99. Curriculum management is highly effective. The area is efficiently organised and well led, with a strong focus on improvement. Self-assessment is rigorous, involving all levels of the team, with resulting actions carefully planned and followed through. Communication is good within the team and with the rest of the college. Staff development is clearly linked to the divisional plan and staff review. The team is strongly committed to supporting its students in discovering and fulfilling their highest potential.

## **Part D: College data**



**Table 1: Enrolments by level of study and age 2004/05**

Level	16-18 %	19+ %
1	12	19
2	15	14
3	66	10
4/5	0	1
Other	7	56
<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	498	207	9
Land-based provision	0	0	0
Construction	0	0	0
Engineering, technology and manufacture	51	15	1
Business administration, management and professional	247	220	6
Information and communication technology	239	561	10
Retailing, customer service and transportation	0	0	0
Hospitality, sports, leisure and travel	126	131	3
Hairdressing and beauty therapy	102	139	3
Health, social care and public services	106	122	3
Visual and performing arts and media	488	329	10
Humanities	1,046	282	16
English, languages and communication	236	148	5
Foundation programmes	21	100	1
Unknown AOL	512	2,178	33

<b>Total</b>	<b>3,672</b>	<b>4,432</b>	<b>100</b>
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Source: provided by the college in spring 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	948	1,005	727	1,313	1,384	1,590
	Retention rate %	81	85	90	81	88	88
	National average %	76	76	**	71	71	**
	Pass rate %	71	81	84	65	74	79
	National average %	69	73	**	70	77	**
<b>2</b>	Starters excluding transfers	803	773	649	860	840	628
	Retention rate %	69	74	81	82	80	85
	National average %	71	71	**	68	67	**
	Pass rate %	78	88	88	80	75	78
	National average %	70	73	**	71	73	**
<b>3</b>	Starters excluding transfers	2,546	2,420	2,377	441	445	440
	Retention rate %	84	83	91	81	74	77
	National average %	77	77	**	70	69	**
	Pass rate %	91	93	85	81	82	79
	National average %	77	80	**	71	74	**
<b>4/5</b>	Starters excluding transfers	0	0	0	*	58	65
	Retention rate %	0	0	0	**	71	85
	National average %	**	**	**	**	**	**
	Pass rate %	**	**	**	**	69	65
	National average %	**	**	**	**	**	**

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

Sources of information:

1. National averages: Benchmarking Data 2001 to 2003: Retention and Achievement Rates in

2. College rates for 2001/02 to 2003/04: 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)	78	21	
Level 2 (intermediate)	79	21	0	27
Level 1 (foundation)	77	23	0	13
Other sessions	75	25	0	4
<b>Totals</b>	<b>77</b>	<b>22</b>	<b>1</b>	<b>111</b>

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