



# Hadlow College



ADULT LEARNING  
INSPECTORATE

Better  
education  
and care

## Inspection report

Audience  
Post-sixteen

Published  
January 2006

Provider reference  
130733

## Contents

---

Basic information about the college	3
Background of the organisation	4
Scope of the inspection	4
<hr/>	
Summary of grades awarded	6
Curriculum areas	6
<hr/>	
Overall judgement	7
Main findings	9
Curriculum area inspections	13

## Basic information about the college

Name of college:	Hadlow College
Type of college:	Specialist land based
Principal:	Paul Hannan
Address of college:	Hadlow, Tonbridge, Kent TN11 0AL
Telephone number:	01732 850551
Fax number:	01732 853207
Chair of governors:	Harvey John Guntrip
Unique reference number:	130733
Name of reporting inspector:	Peter Brook ALI
Dates of inspection:	5 - 9 December 2005

## Background of the organisation

1. Hadlow College is a specialist land based college, located four miles from Tonbridge in west Kent. The main campus is situated on a 256 hectare estate which includes farms, horticultural production, animal care and equine units. There is residential accommodation for 175 learners. Courses are also run at centres in Mottingham (South London), Canterbury, and two centres in Faversham. The majority of learners aged 16-18 travel to college centres within or adjacent to their home LEA boundary. The college mission is 'to deliver excellent, accessible education and training in land based subjects to all who want to learn'.
2. The area served by the college varies from relatively prosperous west Kent to areas with pockets of deprivation including Medway and some London boroughs. Unemployment is low in Kent at 1.9%, but relatively high in Greenwich at 4%. The minority ethnic population at the last census was 3.1% in Kent, 5.4% in Medway and 23% in Greenwich. The post 16 participation in learning rate is high in Kent and Greenwich, but low in Medway. A high proportion of 16 year old learners remain in state maintained schools. The proportion of young people gaining five or more GCSEs at grades A\* to C in 2004 was 55.9% in Kent, 50.1% in Medway and 40.3% in Greenwich compared to the national average of 53.7%.
3. The total number of learners enrolled in 2004/05 was 1673 of whom 355 were 16-18 year olds on full-time courses. 60% of the college's learners were female. Approximately 4% of learners were from minority ethnic backgrounds.
4. In 2004/05 the majority of provision was in the QCA sector/subject area of agriculture, horticulture and animal care, with some learners following preparation for life and work courses. Some 40% of enrolments by learners aged 16-18 were at level 2, with 30% each at levels 1 and 3. Some 72% of adult enrolments were at level 2. Approximately 75 young people start apprenticeship programmes each year. The college does not contract out any provision, but provides a training programme for a national garden centre chain. The college is a partner in a Centre of Vocational Excellence (CoVE) in equine studies. In 2004/05 260 students were on higher education courses provided in partnership with the University of Greenwich.

## Scope of the inspection

5. In deciding the scope of this inspection, inspectors took account of: the college's previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); the college's most recent self-assessment report and development plans; and data on enrolments and learners' achievements over the period since the last inspection. This inspection focused on the following aspects:
  - overall effectiveness of the college and its capacity to improve further

- achievements and standards
- quality of provision
- leadership and management
- specialist provision in: animal care and agriculture; countryside and fishery studies; equine studies; horticulture and floristry.

## Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Good: grade 2
Achievements and standards	Good: grade 2
Quality of provision	Good: grade 2
Leadership and management	Good: grade 2

*Note: Where contributory grades have been awarded, they are shown in the relevant sections of the report. Contributory grades represent the judgement of the team that the quality of the aspect of provision indicated by the grade differs from the grade overall.*

## Curriculum areas

Animal care and agriculture	Good: grade 2
Equine studies	Good: grade 2
Horticulture and floristry	Satisfactory: grade 3
Countryside and fishery studies	Good: grade 2

## Overall judgement

Effectiveness of provision

Good: grade 2

6. This is a good college. Overall success rates are good and improving. They are above national averages for all levels and ages. Work based learners' progress towards achievement and provision for 14-16 year olds are satisfactory. The standard of learners' work is generally satisfactory and good in some areas. Learners develop good practical skills and enjoy their studies.
7. The quality of teaching and learning has improved, especially in key skills lessons and is satisfactory overall. Most unsatisfactory teaching has been eradicated and there is some inspiring and very effective teaching in all curriculum areas. Assessment practice is generally satisfactory. Initial assessment has improved and is now good. Additional learning support is effective but some learners do not get the required help sufficiently promptly.
8. The college's response to educational and social inclusion is now good. The range of provision meets the needs of most learners as well as local and some national employers. Many young people participate in a range of enrichment activities. Employer engagement has improved considerably since the last inspection and is now good.
9. The college provides good guidance and support for learners. Pre-course guidance and careers advice is good. Young learners receive very good pastoral support and support for residential learners is good. Target setting in some tutorials is insufficiently clear and challenging. Attendance is closely monitored and is generally high.
10. Leadership, management and governance are good. The principal and governors set a clear strategic direction for the college and much has been achieved since the last inspection in 2003. Management information is now reliable and timely; however self-assessment is not yet integral to quality improvement. Financial management is very good. The college provides good value for money.

Capacity to improve

Good: grade 2

11. Since the last inspection the college has demonstrated that it has good capacity to improve. Managers have effectively raised the profile of teaching and learning across the college. Performance management is rigorous and most unsatisfactory teaching has been eradicated. Success rates have risen continuously and are now high in all areas except work based learning. Employer engagement has improved significantly. Leadership and management have improved from unsatisfactory to good and two curriculum areas have improved by one grade. The college's financial position is now strong and financial management is good.

12. Quality assurance is generally effective although the self-assessment process is not sufficiently integral to quality improvement. The 2004/05 report is mostly accurate; however it does not focus sufficiently on the quality of teaching and learning or clearly identify the main strengths and areas for improvement across the college. Course reviews are generally effective. Inspectors agreed with three of the curriculum grades awarded by the college.

The effectiveness of the steps taken by the college to promote improvement since the last inspection

13. The college has made good progress in promoting improvements since the last inspection. All the key weaknesses identified at the last inspection have been addressed. The senior management team has been effective in enabling curriculum managers to develop provision to better meet the needs of learners, employers and the local community. Success rates have improved significantly for all groups of learners. Retention and support for work based learners are now good, although achievement of apprenticeship frameworks remains low. Availability and use of management information is good and quality assurance is satisfactory.

### Key strengths of the college

#### *Strengths*

- high success rates on most college based courses
- good development of learners' practical skills
- students enjoy college and achieve well
- good specialist resources used well to support learning
- strong and improving links with employers, industry and the local community
- effective support to meet individual learning needs
- clear strategic direction
- strong financial management
- good support for new teaching staff

### Areas for improvement

#### *The college should address:*

- the low achievement of apprenticeship frameworks by work based learners
- improving the quality of teaching and learning still further
- the need to improve some general teaching and residential accommodation
- some infrequent and less effective tutorials
- the focus of self-assessment as an integral part of quality improvement



## Main findings

Achievements and standards

Good: grade 2

*Contributory grades:*

*Work based learning:*

*Satisfactory: grade 3*

14. In 2005, success rates on further education courses were above the 2003/04 national averages for all levels and ages. As identified in the college self-assessment report, success rates have improved each year since 2002, when they were significantly below average. In 2005, success rates for 16-18 year olds on long courses at all levels were significantly higher than the national average. Retention rates for 16-18 year olds have remained high. Pass rates are high at all levels, although they fell slightly at level 3 in 2005. Success rates on short courses rose to above average in 2005. Success rates for adults on all courses have improved year-on-year from significantly below to significantly above average in 2005 although they remain lower than for 16-18 year olds. Retention and pass rates were equally high. Pass rates on some externally examined horticulture courses are particularly high. The 2005 data used by inspectors was provided by the college and not validated by the LSC.
15. Work based learning achievement rates have improved since the last inspection, although achievement rates of the full apprenticeship remain low. More learners achieved the NVQ although NVQ success rates remain below the national average. Retention of learners recruited since August 2004 is high. Learners on the Employment Training Pilot are making satisfactory progress. Success rates on other NVQ level 2 programmes are now above the national average. Overall key skills success rates improved considerably in 2004/05, although they remain low in application of number, communication at level 1 and IT at level 2. Success rates for learners on land based foundation courses are high. Most school pupils aged 14-16 who study at the college are successful. Progression by this group to full-time courses at the college or to other further education is good. Progression to higher level courses and employment is good for most learners.
16. The college has introduced a value added measure for full-time courses, but this is not yet implemented consistently. Learners achieve good practical skills through lessons and work placements and develop a thorough understanding of safe working practices. Standards of learners' written work are generally satisfactory and good in countryside and fishery studies. Most learners enjoy their studies. Attendance during the inspection was satisfactory although lower than the college's recorded average.

Quality of provision Good: grade 2

*Contributory grades:*

*Work based learning:* Satisfactory: grade 3

17. Teaching and learning are satisfactory. Since the last inspection the college has improved the quality of teaching and learning, especially in key skills. Most lessons are now at least satisfactory and a considerably increased number are good. In all curriculum areas there are examples of inspiring and very effective teaching. The college's lesson observation records identify this improvement, although most curriculum self-assessment reports fail to evaluate teaching and learning. The significant number of new teachers are making good progress in developing their skills.
18. Teachers are knowledgeable and keep up-to-date with current industry practice. They use a relevant mix of teaching methods and make lessons enjoyable. Key skills teaching and assessment is linked well to vocational studies. Productive use is made of many specialist resources including the college estate, a well-stocked animal care unit and a good range of horses. The college has invested heavily in information and learning technology and teachers are making better use of this resource in lessons. The impact of this on learning is not monitored.
19. In less effective lessons, teachers do not always provide extra activities for learners who finish tasks before others. In some, tasks are too difficult and do not help learners consolidate skills development sufficiently. Whilst the planning of lessons has improved, in a few the pace of learning is too slow or the timing of activities does not work effectively. Teachers occasionally over-dominate lessons and do not allow learners to think for themselves.
20. The effectiveness of initial assessment has improved. Additional learning support is effective but not all learners get help soon enough. Assessment is generally satisfactory and meets awarding body requirements. Particularly good written feedback is provided on countryside and fishery studies assignments. Progress monitoring is satisfactory; however specific target setting for improvement remains an area for further development. Parents and carers are kept well informed of the progress of learners aged 16–18.
21. The needs and interests of learners are well met. Curriculum review and development is good and the college responds well to external requirements. In addition to the main campus, the college operates from three other centres in Kent and south London. Links with local schools are strong and productive. Around 60% of the large number of 14-16 year olds who attend the college have learning disabilities. Activities for these pupils are well-supported by teaching assistants who accompany them. However, college staff have had little formal training to help them meet these pupils' needs. Attention to health and safety is good.

22. The college's response to educational and social inclusion is now good. The range of provision, marketing, publicity and employer engagement has improved considerably since the last inspection. The college works well with a range of employers to help identify and meet training needs. Employers are very positive about their links with the college. The college is working towards achieving Action for Business College status, a standard indicating responsiveness to employers' needs. The equine CoVE partnership has had little impact on the development of provision at level 3.
23. Appropriate progression opportunities are available and are particularly good in animal care and agriculture. There is a lack of level 1 provision in countryside and fishery studies. Progression to both further and higher education is good in most areas. Learners benefit from a wide range of enrichment activities enabling them to make a positive contribution in a variety of vocational, sport and social activities. Since the last inspection the college has improved key skills provision significantly. Learners achieve key skills early in their programmes, helping to build self esteem.
24. Learners receive good guidance and support. Information about the college, courses, entry requirements and progression opportunities is clear and informative. To promote economic and social well-being, careers advice provided by tutors and Connexions is accessible and effective. Guidance for higher education entry is comprehensive. A good range of support services including counselling, and health and welfare information is available. Parents and learners value these services highly. Tutorial support for learners is good overall. Target setting in some tutorials is, however, insufficiently clear and challenging. Young and residential learners receive very good pastoral support and learners feel safe at college. A range of activities, including advice on giving up smoking, is provided to encourage young people to remain healthy. Attendance is closely monitored. Work based learners are visited frequently. Support for part-time adult learners is satisfactory.

#### Leadership and management

Good: grade 2

25. Leadership and management are good. The principal and governors have established a clear strategic direction for the college and much has been achieved since the last inspection in 2003. Communication is good and staff at all levels work well in teams. Success rates have improved steadily and are high. Management information is now reliable and timely. Financial and risk management are very good and the college provides good value for money.
26. Governors are well informed, set challenging targets for the principal and monitor the performance of the college carefully. They are well supported by the clerk to the corporation and receive regular training. Governors understand their responsibilities well and are committed to the college and the communities it serves.

27. Most teachers have relevant vocational experience and teaching qualifications. New teachers are mentored well and are supported to gain teaching qualifications. Teachers have good opportunities for personal development and staff training is targeted well to support college strategic aims. Accommodation and resources have been improved considerably through prudent borrowing. Investment in information and learning technology has been significant. A well considered accommodation strategy has been prepared to achieve further improvements and awaits approval of the local Learning and Skills Council.
28. Quality assurance procedures are generally effective although systems for determining the progress learners make relative to their qualifications at enrolment are at an early stage of development. Lessons are observed regularly and support provided where required standards are not achieved. Robust capability procedures are followed where teachers fail to improve. Appraisal procedures help to ensure staff are working to a common purpose. Course review and self-assessment procedures are generally effective but self-assessment reports are cumbersome. They do not focus sufficiently on areas for improvement and pay insufficient attention to the quality of teaching and learning.
29. The college has made good progress in complying with the requirements of Special Educational Needs Disability Act 2002 and the Disability Discrimination Act 2002 and has a detailed schedule for completing the work. The college provides a comfortable environment for learners with disabilities. In response to the Race Relations (Amendment) Act 2000 the college has produced a suitable race equality policy and action plan and has made good progress in their implementation. Analysis of learners' performance by age, gender and ethnicity is thorough. Staff and learners have a good awareness of equality and diversity issues which are increasingly being promoted through the curriculum. Child protection and safeguarding procedures are clear and staff and governors have received appropriate training. There are appropriate procedures for vetting staff suitability. Health and safety are given a high priority and learners feel safe at the college.

## Curriculum area inspections

Animal care and agriculture

Good: grade 2

### Context

30. The college offers a foundation course in animal care, first and national diplomas in animal care and agriculture, national awards in animal management and a range of part-time and short courses. There are 214 full-time learners including 22 in agriculture. Of these 116 are aged 16 to 18. Most part-time learners are adults studying courses which include: dog grooming, veterinary nursing, animal care and agriculture. There are four animal care and two agriculture apprentices. Agriculture learners are offered additional qualifications in the safe use of pesticides and forklift driving.

### *STRENGTHS*

- high and improved success rates on animal care courses
- very good practical skills development in animal care
- good progression routes in animal care and agriculture
- high success on the wide range of agriculture short courses
- good industrial links
- effective mentoring and support for new teaching staff

### *AREAS FOR IMPROVEMENT*

- implementation of assessment recording systems
- the frequency of visits to learners on work placements

### Achievements and standards

31. Achievements are good. Success rates on most full and part-time animal care courses are significantly higher than the national average. There are high success rates on the wide range of agriculture short courses. Qualifications, demonstrating skills and knowledge in areas such as sheep shearing or organic farming, had been achieved by a large number of learners in 2004/05. Attendance is good. There is very good practical skills development. Learners work responsibly, independently and show good attention to health, safety and animal welfare. Supervisory skills of level 3 learners are developed well whilst they supervise other students on animal and farm practicals.

### Quality of provision

32. Teaching and learning are satisfactory. A wide variety of teaching and learning methods is used in the better lessons. Theory teaching is satisfactory or better and learners contribute knowledgeably to class discussions and use computer technology to give good presentations. Most assessment is satisfactory but

results are not always recorded with sufficient care. Copies of mark sheets are not kept and tutors cannot check that computer entries are accurate. Farm staff do not always receive progress and initial assessment results for learners carrying out routine duties. Internal verification of some courses is not sufficiently well planned to support all assessors effectively.

33. The college offers good progression routes to enable the majority of learners to progress to higher level qualifications or employment. Part-time and adult learners can achieve individual units and additional or higher qualifications at a pace to suit individual circumstances.
34. Industrial links are good. Regular meetings with employers are held, contributing to the development of specialist industry courses and additional work placements. There has been increased demand for agriculture training and full-time agriculture student numbers have trebled in 2005/06.
35. In college, learners are well supported but work placement progress visits are infrequent. No visits took place in 2004/05. A few visits to animal care learners have taken place this year, but none to agriculture learners on a one-year placement.

#### Leadership and management

36. Leadership and management are good. The induction and mentoring of new teaching staff is good. They quickly develop satisfactory or better teaching skills supported by a robust observation and feedback system. Teams are effectively led and well managed. Frequent meetings are held with clear, monitored action plans for improvements. The self-assessment was mostly accurate. Some improvement areas are yet to be fully addressed and the significance of some strengths is overstated.

#### Countryside and fishery studies

Good: grade 2

#### Context

37. The college offers full-time first diploma and national award and diploma courses in countryside and fisheries management and some short courses. There are progression opportunities above level 3 with a foundation degree in fisheries management and one planned in countryside management. There are 106 learners on full-time courses and 13 on part-time courses. There are 12 learners on first diploma in fish husbandry. The first diploma in countryside management did not attract enough students this year to run. Some 60% of the 59 learners who undertake fisheries courses are 16-18. Of the 47 learners on countryside courses, 50% are over 19. Sixteen pupils aged 14-16 from partner schools attend once a week for practical skills for life and NVQ level 1 courses.

## *STRENGTHS*

- high success rates on level 3 courses
- high standard of written and practical work
- good teaching and learning
- good use of the estate and off site resources

## *AREAS FOR IMPROVEMENT*

- key skills pass rates
- opportunities for study and progression at level 1

### Achievement and standards

38. Success rates are high on level 3 courses. Learners attend well and enjoy their work. They quickly increase in confidence and develop good skills at college and during work experience. Last year over 50% of national diploma course learners progressed to higher education. Written work is of a high standard and is marked thoroughly. Feedback from tutors is comprehensive and states clearly how work can be further improved. Key skills pass rates are low. There is now a clearer focus on linking key skills development to vocational subjects.

### Quality of provision

39. Teaching and learning are good. Lessons are well managed. Teachers give clear instructions and use a wide range of teaching and learning methods including effective risk assessment exercises which emphasise the importance of health and safety issues. The recapping of learning takes place regularly using direct questioning which challenges learners. Teachers appropriately take into account the different abilities and preferred learning styles of individuals in their organisation of lessons. Although there were no unsatisfactory lessons observed, the less effective aspects of some included teachers giving too much information, talking too much and answering their own questions. Some teachers did not sufficiently develop key skills in vocational learning.
40. There is good use of the estate, including mixed woodlands and aquatic habitats. Well developed links with off site resources such as hatcheries, rivers, reservoirs and nature reserves are used to provide good learning and work placement opportunities. Level 3 countryside learners undertake bird surveys comparing different habitats and plan signage around the estate. National award fish management learners assessed each others' effectiveness in catching fish as part of stock area density calculations.
41. Although progression from level 2 is good, opportunities for study and progression at level 1 are not yet in place. Tutorials are held regularly and are generally effective although target setting in some is insufficiently rigorous.

## Leadership and management

42. Leadership and management are good. Teachers and technical support staff demonstrate very good subject knowledge and closely relate their vocational experience to their teaching. Students value this, and the easy accessibility of all staff. Teachers are properly guided and supported. Since the last inspection, the observation of teaching and learning has been effective in raising standards. College judgements were close to inspectors' findings. Judgements in the self-assessment report are accurate but lack prioritisation. The college is actively pursuing funding to support learners so that they can undertake additional skills training.

Equine studies

Good: grade 2

## Context

43. The college offers full and part-time courses from level 1 to level 3. Full-time learners comprise: 20 on a first diploma in horse care, 61 on a national diploma in horse management, 10 on a national award in horse management and five working towards British Horse Society (BHS) examinations. In addition, 17 learners are studying part-time towards BHS examinations and 15 are studying part-time for the national award. The majority of learners are aged 16-18. Eight 14-16 year old school pupils attend one day per week on a certificate in land based studies. The college is a partner in a CoVE in equine studies.

## *STRENGTHS*

- high success rates on all courses
- good practical skills development
- very good specialist resources
- good progression to further education and employment
- effective support to meet individual learners' needs
- strong leadership

## *AREAS FOR IMPROVEMENT*

- assessment and verification of some assignments
- individual tutorials for part-time learners
- more prompt provision of support for learners with identified needs
- overcrowding in some classrooms

## Achievement and standards

44. Success rates on all courses, including additional qualifications, are high. They are particularly high on the first diploma. Learners develop good practical skills and are well prepared for work in the industry. They work in the college equine



yard every day, in addition to practical lessons and work experience, which develops their proficiency. There is good progression from all courses to higher level courses or employment. Attendance rates are satisfactory.

### Quality of provision

45. Most teaching is good. The best lessons are well planned and effectively meet the needs of all learners. Teachers use a wide variety of teaching techniques and learning resources, for example, computers and a range of visual aids are well used to promote learning. In a small number of practical lessons teaching does not suit the needs and abilities of all learners. In one riding lesson, the techniques being taught were too advanced for learners' current level of proficiency. The teaching of theory is well planned. Most assessment and verification is satisfactory. However in a small number of assignments spelling, grammar and technical inaccuracies are not corrected.
46. The specialist equestrian resources for riding, horse care and stable management are very good. They are well organised and cater for learners at a variety of levels. All staff have a good level of vocational skill and those who are not teacher trained are working towards a relevant qualification. Classrooms are overcrowded in a small number of lessons.
47. Learners are well supervised on work experience with all providers receiving a health and safety compliance check. There are productive links with employers.
48. Learners are well supported by their teachers. Teachers make themselves available and give good support to learners who are confident to approach staff about further advice and tuition. Initial assessment of learners' individual learning requirements is prompt; however there is sometimes a delay in provision of the necessary support. Individual tutorials of part-time learners are infrequent and do not set useful and appropriate targets.

### Leadership and management

49. There is strong leadership with a clear focus on raising standards and an open and consultative management style. Communications are good. Resources are deployed effectively. New teachers are well supported by a designated mentor and are inducted well. Appraisal identifies staff development needs and staff are enabled to improve their vocational skills. Inspectors agreed with the college's analysis of the quality of teaching and learning. The self-assessment report identified all the strengths but did not clearly identify the areas for improvement.

## Horticulture and floristry

Satisfactory: grade 3

## Context

50. The college offers full and part-time courses from entry level to level 4 in horticulture and at levels 2 and 3 in floristry. These include full-time first and national diplomas studied mainly by 16-18 year olds and part-time certificate and diploma courses attracting mainly adult learners. At the time of the inspection there were nearly 200 16-18 year olds and over 600 adult learners. There were 70 apprentices on work based learning programmes and similar number of adults on an employee training programme. Large numbers of 14-16 pupils from local schools take part in horticulture and floristry courses.

*STRENGTHS*

- high pass rates on most part-time horticulture courses
- good links with industry
- very good pastoral support
- good specialist resources

*AREAS FOR IMPROVEMENT*

- pass rates on some full-time courses
- apprenticeship framework achievement rates
- target setting in tutorials for full-time students
- the rigour of self-assessment

## Achievement and standards

51. Pass rates on most part-time horticulture courses are high. Although retention rates have improved they still remain low on the general examination in horticulture. Success rates on the first diploma in horticulture and national award in floristry have declined and are now low. Similarly, pass rates on the national diploma in horticulture have also declined and are low, although retention has improved significantly. The rate of achievement of apprentices has improved and retention of those most recently recruited is high. Few learners have yet achieved the full apprenticeship framework. The standard of work in garden design is high. Learners develop good practical skills in all areas.

## Quality of provision

52. The quality of teaching and learning varies widely. There is some good and outstanding teaching on full-time courses. Most teaching in floristry is good. Health and safety is given a high profile and is well embedded into curriculum planning and teaching. Some theory teaching is unsatisfactory. Off-the-job theory lessons for work based learners do not extend their knowledge sufficiently. Written assignments are vocationally relevant and internal verification is thorough. Learners receive helpful feedback from assessors.

53. Links with industry are good and are strengthened through the work based learning programme where learners undertake most assessments in the workplace. There is a wide range of enrichment opportunities, including sports and study tours. There is no level one floristry provision, however an introductory course aimed at adults is available.
54. Tutors provide very good pastoral support on both full-time and part-time courses. The additional learning support needs of some learners are late in being identified and met. Target setting at tutorials is insufficiently rigorous for students on full-time courses. Some tutorial documentation is incomplete and the recording of learners' progress within the year and from one year to another is inconsistently managed.

#### Leadership and management

55. Leadership and management are satisfactory overall. Key areas of responsibility are appropriately divided between managers; however lines of communication and extent of their accountability are sometimes unclear. Lesson observations have not yet been undertaken for staff teaching theory to work based learners. The self-assessment process lacks rigour and there is no reference in the report to the quality of teaching. Many annual course reports are insufficiently evaluative and contain insufficient detail to plan quality improvement. Specialist resources are good and there is a wide range of tools and equipment for practical sessions. Design studios are well equipped and contain very good displays of learners' work. The grounds at Hadlow and Canterbury are of a high standard and provide a good practical resource. Some classrooms at the Court Lane centre are of poor quality.

## Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
1 Long	01/02	129	46	62	-17	295	32	55	-23
	02/03	133	73	61	12	233	46	51	-5
	03/04	152	71	62	9	390	59	49	10
GNVQs and precursors	01/02	0				0			
	02/03	0				0			
	03/04	0				0			
NVQs	01/02	34	24			35	9		
	02/03	29	48	63	-15	10	70		
	03/04	14	86	71	15	3	67	60	
Other	01/02	95	54	63	-9	260	35	55	-20
	02/03	104	80	61	19	223	45	50	-6
	03/04	138	70	61	9	387	59	49	11

Table 2

Success rates on mainstream Level 2 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
2 Long	01/02	174	49	59	-10	328	43	54	-10
	02/03	169	59	58	1	271	50	55	-5
	03/04	184	73	62	11	205	52	54	-2
GCSEs	01/02	0				0			
	02/03	0				0			
	03/04	0				0			
GNVQs and precursors	01/02	86	74	74	0	6	33		
	02/03	0		72		0			
	03/04	0		71		0			
NVQs	01/02	62	32	43	-11	107	46	42	3
	02/03	46	26	36	-10	75	37	45	-8
	03/04	19	63	41	22	35	66	43	23
Other	01/02	26	8	57	-49	215	42	57	-15
	02/03	123	72	62	9	196	55	57	-2
	03/04	165	75	64	11	170	49	56	-7

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
3 Long	01/02	143	51	63	-12	205	36	45	-9
	02/03	139	60	63	-4	103	28	45	-17
	03/04	246	77	65	12	187	56	48	8
AVA2 levels	01/02	0				0			
	02/03	0				0			
	03/04	0				0			
AS levels	01/02	9	33	60	-26	5	40		
	02/03	0		63		0			
	03/04	0		71		0			
GNVQs and precursors	01/02	110	59	62	-3	44	52	51	1
	02/03	96	64	60	3	16	63	50	12
	03/04	6	50	45	5	0			
NVQs	01/02	1	0			37	32	34	-1
	02-03	2	100			16	25	36	-11
	03/04	0				10	10	39	-29
Other	01/02	23	22	68	-46	119	31	46	-15
	02/03	41	49	69	-20	71	21	46	-25
	03/04	240	78	66	11	177	59	50	8

Table 4

Success rates on work-based learning programmes managed by the college 2004.

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	41	0	33	20	50
	Advanced	12	8	32	17	50

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

## b) Timely success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	47	0	16	17	27
	Advanced	14	0	19	29	33

\* The number of learners who planned to complete their learning programme in the given year

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'