



Dilston College of Further Education

Better
education
and care

Re-inspection report

Audience Post-sixteen	Published TBC	Provider reference
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Introduction

Dilston College of Further Education was inspected in October 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in literacy, numeracy and communication which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory literacy, numeracy and communication was re-inspected on 16 & 17 November 2005. The outcomes of the re-inspection are as follows.

Curriculum	Original grade	Re-inspection grade
Literacy, numeracy and communication	unsatisfactory	satisfactory

Context

Literacy, numeracy and communication are taught in discrete and vocational lessons, and the residential curriculum from pre-entry to entry level. Specialist communication support is provided to all students. There are 77 students following a range of accredited and non-accredited programmes.

Strengths

- comprehensive initial assessment of literacy, numeracy and communication
- effective use of communication strategies to support learning.

Areas for improvement

- inconsistent use of individual student targets
- inappropriate activities in lessons.

Achievement and standards

Learners' achievement in literacy, numeracy and communication are satisfactory. There is improved planning for and development of literacy, numeracy and communication skills and learners are making better progress. There is good specialist support that enables learners to work towards individual communication goals. Learners use a variety of communication aids and, where appropriate, work towards the English Speaking Board award. Recording of learner progress against identified targets has improved. Arrangements for higher level learners are satisfactory. They develop and extend their literacy and numeracy skills in a social and vocational context and are working towards appropriate external awards.

Quality of provision

Teaching and learning are satisfactory. There is some good teaching in vocational and creative lessons. In these lessons individual targets are used to enable learners to develop and extend their literacy, numeracy and communication skills in practical contexts. Some lessons are less effective in engaging learners and tasks are inappropriate and devised solely to meet literacy targets. Initial assessment is comprehensive and provides an appropriate base from which to measure progress. Individual target setting has improved but its use is inconsistent. Learner progress is routinely and regularly monitored across the curriculum. There is some good learning support in lessons.

Leadership and management

Leadership and management are satisfactory. Improved strategic, development and operational planning has had a positive impact on the development of the curriculum. The literacy, numeracy and communication policy is effective and meeting the needs of individual learners. Staff have undertaken appropriate specialist training.