



Coulsdon College

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# Re-inspection report

<b>Audience</b> Post-sixteen	<b>Published</b> TBC	<b>Provider reference</b> 130433
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## Introduction

Coulsdon College was inspected in February 2004. 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 science and mathematics, and business which were 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 curriculum areas were re-inspected on 28 February and 1 March 2006. The outcomes of the re-inspection are as follows.

Curriculum area	Original grade	Re-inspection grade
<b>Science and mathematics</b>	4	3

## Context

At the time of inspection, 315 learners were enrolled on AS level and GCE A level courses in biology, chemistry, mathematics, physics and AS level Use of Mathematics. A BTEC national diploma in science started in September 2005 with 33 learners. A further 100 learners study GCSE mathematics or GCSE science.

### *Strengths*

- good achievement in mathematics
- much good teaching
- effective management of change

### *Areas for improvement*

- pass rates on AS level science courses
- attendance and punctuality on GCSE courses
- addressing the differing needs of learners in a minority of lessons

## Achievement and standards

Success rates in mathematics have steadily improved. Retention and pass rates at GCSE and GCE A level are now appreciably above national averages.

Learners achieve well in relation to their prior attainment. Achievement in science is satisfactory at GCE A level but remains poor at AS level. In 2005, less than 60% of those who completed the course passed AS level biology or physics.

Learners develop sound practical skills and awareness of health and safety issues. However, some lack a secure foundation of knowledge that is compounded by weak analytical and numerical skills. Attendance at lessons is significantly below national averages on GCSE courses.

### **Quality of provision**

Most teaching is good. Lessons are well planned and learning materials are used imaginatively to generate enjoyment and ensure that learning is checked effectively. Practical work is effectively managed and learners are well supported by technicians as well as teaching staff. ILT is increasingly used to support learning both in and outside the classroom. Teachers do not always adequately address the learning needs of less able and bilingual learners. Punctuality is poor, especially at the start of the day. The accommodation is adequate and is benefiting from a rolling programme of laboratory renewal. Target setting is inadequately geared to individual needs. Feedback sheets in biology are useful in helping learners see how to improve.

### **Leadership and management**

Leadership and management are good and have improved significantly since the last inspection. Self-assessment is honest and accurate but would benefit from a greater consideration of value added information. Planning is rigorous and energetic, resulting in improved learner achievement, higher standards of teaching and appropriate curriculum development to meet the needs of learners. More cohesive teamwork has facilitated the sharing of good practice. Health and safety procedures have been revised since the last inspection and are satisfactory.

Curriculum area	Original grade	Re-inspection grade
<b>Business</b>	4	3

## Context

At the time of inspection there were 412 learners aged 16 to 18 on business and administration courses. Courses are offered from level 1 to level 3, and include business, economics, business administration, accounting and the legal secretaries certificate.

### *Strengths*

- high pass rates and value added in GCE A level business, accounting and economics
- good attendance at lessons
- ILT used effectively to promote learning
- good leadership and management of the curriculum area

### *Areas for improvement*

- success rate for GNVQ intermediate business
- success rates and value added for AS level business and economics
- the variety of approaches to teaching and learning

## Achievement and standards

Achievements of learners are broadly satisfactory. Pass and retention rates at GCE A level are high. However, most AS level pass rates are below national averages. Retention on GNVQ business, AS level business and AS level economics courses are below national averages. The pass rate on the ILEX legal secretaries certificate fell significantly in 2005, although the pass rate for the previous two years had been 100%.

The standard of learners' work in lessons is mostly good. Relevant skills are developed effectively. Attendance at lessons is good. During 2005/06, attendance rates have been above the national average for similar colleges. Learners make progress that is significantly better than would be expected based on their GCSE performance in GCE A level business and economics. Progress is satisfactory for those studying GCE A level accounting and AS level economics. Progress is lower than would normally be expected for learners on AVCE business courses and on AS level economics.

## **Quality of provision**

Teaching is satisfactory or better. The majority of lessons are well planned, making good use of time and resources. In the good lessons teaching methods were used to take account of learners' needs and preferred ways of learning. Learners work well in groups and have a good understanding of current issues. They participate well in class discussions. A few lessons are not planned adequately to meet the needs of individual learners. A minority of teachers dominate discussion and in some lessons there is insufficient variety in teaching and learning method to meet the range of learning styles and the range of attainment of the learners.

Resources are used effectively. In some lessons VLE and other new media are used effectively to enhance learning. Rooms are well furnished with appropriate equipment. All full-time learners have regular tutorials at which targets are set and progress and attendance are carefully monitored. Team teaching is used to effectively support learners following level 1 courses.

## **Leadership and management**

Leadership and management of the curriculum area are good and have improved since the last inspection. Courses are well managed and quality assurance practices are effective in identifying actions to improve further. Staff have good access to accurate information about learners including attendance, retention and achievement. Data is used effectively to monitor performance. The self-assessment and monitoring process has supported well the improvements in teaching and learning. The self-assessment judgements are broadly accurate. There is good teamwork and staff share good practice.