



# John Ruskin College



ADULT LEARNING  
INSPECTORATE

Better  
education  
and care

## Inspection report

Audience  
Post-sixteen

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## Basic information about the college

Name of college: John Ruskin College  
Type of college: Sixth Form College  
Principal: Jennifer Sims  
Address of college: Selsdon Park Road, Croydon CR2 8JJ  
Telephone number: 0208 651 1131  
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Chair of governors: Geoffrey Jackson  
Unique reference number: 130434  
Name of lead inspector: Janet Mercer, HMI  
Dates of inspection: 13-17 March 2006

## Background of the organisation

1. John Ruskin College is a small sixth form college in south Croydon and is one of three colleges in the borough. Croydon is one of the most populated boroughs in England with approximately 330,000 residents. It is the largest commercial and retail centre in the south east outside central London and most employment is within the services sector. Current unemployment rates are low at 3.6%. The borough includes several areas of economic deprivation.
2. The college has approximately 1,200 full-time learners aged 16 to 18 and 1,500 adult learners who study part-time. The college also provides distance learning courses which are tailored to meet the needs of local employers. Learners aged 14 to 16 study health and social care, media or leisure and tourism. Courses are offered in 10 of the 15 subject sector categories. One quarter of full-time learners aged 16 to 19 study at levels 1 and 2 and nearly two thirds are studying vocational programmes at levels 1, 2, or 3. Nearly one third of adult learners are taking courses at entry level or level 1, two thirds are on vocational programmes at level 2, with a very small number on level 3 programmes. The college's mission is to "raise the aspirations and achievements of young people in order to help them realise their individual potential both academically and personally".
3. The learner profile has changed markedly since the last inspection. The proportion of learners from minority ethnic groups has increased from 50% in 2001 to 84% in 2005/06. The largest groups represented are learners of African and Caribbean heritage. Learners now come to the college from a wide geographical area across south London and from over 100 different schools. Learners' prior attainment is often much lower than that seen in other sixth form colleges. Average General Certificate of Secondary Education (GCSE) point scores for learners on level 3 programmes were 4.7 compared to the average of 5.8 for all colleges nationally in 2005. Educational attainment in the local authority is just below the national average with 54% of pupils gaining 5 or more A\*-C grades at GCSE, although this figure masks low achievement in some schools where fewer than 40% of pupils achieve 5 A\*-C GCSEs.

## Scope of the inspection

4. 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; comments from the local Learning and Skills Council (LSC); reports from the inspectorate annual assessment visits; 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: science and mathematics; information and communication technology; arts, media and publishing; business, administration and law

## Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Satisfactory: grade 3
Achievements and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3

*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

Science and mathematics	Satisfactory: grade 3
Information and communication technology	Satisfactory: grade 3
Arts, media and publishing	Satisfactory: grade 3
Business, administration and law	Satisfactory: grade 3

## Overall judgement

Effectiveness of provision

Satisfactory: grade 3

5. John Ruskin College provides a satisfactory standard of education and good support and guidance for learners. The college's approach to educational and social inclusion is good. The college has worked hard to respond to the changing needs of its learners, through significant changes to the curriculum and improved support for learners. As well as increasing the range of vocational provision, the college offers courses for learners aged 14 to 16 in health and social care, media, and leisure and tourism and a range of distance learning courses for adults, tailored to meet the needs of local employers.
6. Achievements and standards are satisfactory. Success rates have improved since the last inspection, with high pass rates on most vocational programmes, which account for 60% of the college's provision. Retention and pass rates remain below national averages for sixth form colleges on many General Certificate of Education (GCE) AS level courses. The majority of learners come to the college with significantly lower than average prior attainment and most make the progress expected. Value added data show that progress made by learners, relative to their prior attainment, improved significantly in 2005. Good personal and learning support helps learners to raise their aspirations and progression rates within the college and to higher education are high. Effective partnerships with local schools and a wide range of external agencies provide additional support for learners and contribute to the development of a supportive and harmonious learning environment.
7. Teaching is satisfactory overall, with areas of good practice. Lessons are well planned and many teachers use a range of strategies to maintain learners' interest. However, in weaker lessons, teaching does not sufficiently meet the needs of all learners. While learners develop key skills in literacy, numeracy and ICT, these are not always formally accredited. The college has introduced improved attendance monitoring systems, though in some lessons, poor punctuality still disrupts learning.
8. Leadership and management are satisfactory. The college's self-assessment and quality improvement systems are becoming more rigorous in monitoring the quality of provision. Senior managers and governors set a clear agenda for continuing improvement and the college self-assessment report is largely accurate. There are still some inconsistencies in the rigour of self-assessment at course team level. Financial management is good and the college provides good value for money.

## Capacity to improve

Satisfactory: grade 3

9. The college demonstrates satisfactory capacity to improve. Senior managers and governors have responded well to the changing context of the college and the challenges this presents. The college is improving its quality assurance arrangements. The self-assessment report is broadly accurate and identifies key areas for improvement. However, the implementation of some college quality assurance procedures and the rigour of evaluation are not sufficiently consistent, particularly at course team level. The increased rigour in lesson observations provides a more accurate assessment of the quality of teaching to inform action plans. Staff training is addressing the key aspects to be improved.

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

10. The college has made satisfactory progress towards improvements since the last inspection. Pass rates have risen in many areas although retention has not improved significantly. Retention and pass rates on AS-level courses remain well below the average for sixth form colleges. Recent changes to curriculum structures have improved the sharing of good practice. The development of a virtual learning environment is contributing to the development and sharing of teaching resources. Teachers have an increased awareness of using different strategies to meet the range of learners' needs and abilities, but there is still some inconsistency in how effectively these are used in lessons. The implementation of the self-assessment process, while improving, remains variable. The college has significantly improved attendance over the last two years but punctuality remains a concern on some courses.

## Key strengths of the college

### *Strengths*

- high pass rates on most vocational courses
- broad range of courses which meet the changing needs of learners
- productive partnerships with local schools and external agencies
- supportive and inclusive learning environment
- high progression rates within the college and to higher education
- good personal and learning support for learners



## Areas for improvement

*The college should address:*

- retention and pass rates on many GCE AS level courses
- ensuring that teaching strategies meet all learners' needs
- the accreditation of key skills
- learners' punctuality
- the consistency of implementation of quality monitoring and improvement strategies

## Main findings

### Achievements and standards

Satisfactory: grade 3

11. Achievements and standards are satisfactory and improving. The majority of learners, particularly on level 3 courses, join the college with relatively low prior attainment. Value added data indicate that they make the progress expected and value added scores rose significantly in 2005. The college's self-assessment report accurately identified areas for further improvement.
12. Success rates for learners aged 16 to 18 have improved over the last three years and are now in line with averages for sixth form colleges at level 1 and 2. While overall success rates for learners aged 16 to 18 remain below the average at level 3, pass rates are high on most vocational courses and around the average for GCE A level programmes. However retention and pass rates remain significantly below the average for GCE AS level courses. At level 3 approximately 50% of the provision consists of vocational courses. Adult learners studying short, distance learning courses achieve well. Learners aged 14 to 16 make good progress. The college has recently begun to monitor the performance of different groups of learners by gender and ethnicity. It is too early yet to see the impact of any actions taken in response to this.
13. Learners' progression to higher level courses in the college and to higher education is very good, particularly in the context of their prior attainment. The college is effective in raising learners' aspirations and supporting them to achieve and sometimes exceed these aspirations. Many learners participate in team sports, external community and cultural events and work experience. These activities help to develop their self confidence.

### Quality of provision

Satisfactory: grade 3

14. The quality of teaching and learning is satisfactory overall, with some areas of good practice. There is a climate of high expectations throughout the college and learners work in a supportive, inclusive learning environment. They come from many different backgrounds and learn to develop a culture of mutual respect and good working relationships with their peers and their teachers.
15. In the most effective lessons, teachers provide fast paced, challenging and interesting activities that effectively engage learners and support their growing understanding and knowledge. Lessons have clear objectives and planning is good. Teachers are aware of the need to differentiate activities and materials for individual needs. However, this is not always translated into effective teaching and learning strategies that promote individualised learning.
16. In the less effective lessons, there is an over-reliance on teacher exposition that inhibits independent learning. Pace is sometimes slow and learners do not

- make as much progress as they could. The use of information and learning technology (ILT) to promote learning is inconsistent. Poor punctuality remains a barrier to learning in some areas, for example in arts and media and information and communication technology (ICT) courses.
17. The college has recently improved its monitoring of teaching and learning and the self-assessment report accurately identified strengths and weaknesses in the quality of teaching and learning. An appropriate training programme focusing on learning strategies and assessment is now in place. Internal verification procedures are inconsistent. New monitoring procedures are in place, but it is too early to assess the impact of these actions in all areas.
  18. Initial assessment is effective in identifying full-time learners with individual learning and basic skills needs. Additional learning support is provided promptly. Take up by learners is high and the support enables them to make progress. Learners for whom English is an additional language are positive about the support they receive. Foundation level learners receive good support with basic skills as part of their main programme. Other learners with poor literacy or numeracy skills are offered extra study skill support, but there has been insufficient evaluation of its impact on learners' achievements. Teachers and tutors make satisfactory use of target grades to monitor learners' performance, although these are not always used effectively in discussions with learners about progress. The college takes appropriate steps to inform parents or carers of learners aged 14 to 19 about their progress.
  19. Since the last inspection, the college has successfully adapted the curriculum to meet the changing needs of its learners. Its response to educational and social inclusion is good. The college provides a wide variety of vocational and academic courses at levels 1, 2 and 3 with clear progression pathways. Internal progression rates are high, and progression rates to higher education are very good.
  20. The college successfully raises learners' aspirations through additional activities such as university visits and events funded through the Aim Higher initiative. A wide range of enrichment opportunities is available and participation rates are good. The college works closely with schools and other post-16 providers to establish the most appropriate curriculum and to encourage participation in post-compulsory education. It is pro-active in its work with external partners to promote a coherent curriculum offer in the local area. The curriculum for learners aged 14 to 16 as part of the Increased Flexibility Programme is well managed and the quality of the provision is good.
  21. Opportunities for the development of key skills are linked to learners' main programmes, particularly on vocational courses. However, progress in embedding key skills is inconsistent and formal accreditation does not reflect the skills acquired by learners. Overall, opportunities and arrangements for work experience are satisfactory, although they remain underdeveloped in ICT. The college also offers short, distance-learning courses for adult learners

that accredit work-based skills. It currently works with 70 employers to deliver this training to approximately 1,500 part-time learners.

22. Advice, guidance and support for learners are good. Prospective learners receive detailed information about the courses on offer and entry requirements in the prospectus and course leaflets. Pre-entry guidance is effective in ensuring that most learners choose an appropriate programme. Good links with a range of local 11-16 schools ensure a smooth transition to college. College induction processes enable learners to settle in quickly. A good range of services, including counselling and careers information, is available to learners and there are strong links with external agencies which provide additional support. Effective careers education and guidance is provided through individual interviews, careers events and a structured and differentiated tutorial programme. The programme gives scope to tutors to contribute to learners' personal and social education but explicit links to the 'Every Child Matters' themes in the Children Act 2004, are underdeveloped. The electronic registration system helps tutors to monitor attendance rigorously. Attendance has improved significantly over the past two years and is now good. Tutors monitor learners' academic progress but there are inconsistencies in the extent to which tutors help learners to set specific and measurable targets for improving their work.

#### Leadership and management

Satisfactory: grade 3

23. Leadership and management are satisfactory. Governors and senior managers set a clear strategic direction. They regularly monitor college development plans, key college performance indicators and large capital projects. Governors have a good knowledge of the key strengths of the college, learners' achievements, financial matters and the changing context in which the college operates. Financial management and control are good. In the context of high progression rates, good accommodation and learning resources and effective utilisation of its resources, the college provides good value for money.
24. Senior managers use a wide range of accurate management information to closely monitor operational performance, including attendance and learners' achievements. Attendance has improved and while pass rates have also improved in many areas, these remain well below national averages on GCE AS level courses. Improvements in retention have not been consistent across the college. Communications across the college are good with most staff well informed about operational issues and strategic developments.
25. Senior managers are committed to promoting a culture of equality and inclusion and this is reflected in the development of the college's provision to meet a wide range of learners' needs. Effective links with external agencies and local groups support the college strategic vision and policy of inclusion through curriculum developments and support for learners. There are strong links with local 14-19 groups and higher education institutions to develop curriculum opportunities for young people. The college has effective policies

covering equality and diversity and procedures for child protection are comprehensive. The statutory requirements of the amended Race Relations Act and Special Educational Needs and Disability Act are met. Access for those with physical disabilities is good and the college is a safe and secure environment for learners and staff.

26. The college has made a range of organisational and procedural changes to its quality assurance arrangements. These include clearer identification of roles and responsibilities and training in writing self-assessment reports to improve the rigour of the quality systems. The self-assessment report is largely accurate in identifying strengths and areas for improvement. Quality assurance arrangements are satisfactory overall although there remain significant variations in the consistency of self-assessment procedures at course team level. In some areas the culture of self-evaluation is still developing and monitoring by managers is not yet sufficient to ensure that the process is effective in supporting continuous improvement. The monitoring of progress against action plans at course team level is also variable and not all targets are specific, measurable or time-bound.
27. Accommodation and other physical resources are good and the recent new build supports the planned strategic and operational priorities. Resources are effectively utilised. The management of staff is effective and new staff are supported well. Newly qualified teachers benefit from guidance from designated mentors. Performance management of staff includes a review of lesson observations, professional development needs and setting performance targets. Whole college training to improve teaching and learning has been given a high priority and there is evidence that it is beginning to have an impact on the quality of learners' experience in some of the curriculum areas inspected.

## Curriculum area inspections

Science and mathematics

Satisfactory: grade 3

### Context

28. The college offers GCE A levels in psychology, biology, chemistry, physics, electronics and mathematics. GCSE mathematics is offered at foundation and intermediate levels. The college also offers AVCE science and GNVQ intermediate science. GCE AS level applied science has been introduced this academic year. At the time of inspection there were 341 learners on science and mathematics courses. Of these, 328 are aged 16 to 18.

### *STRENGTHS*

- high pass rates on vocational science courses
- high retention rates on GCE A level courses
- good support for learners
- good progression to science related higher education courses

### *AREAS FOR IMPROVEMENT*

- low pass rates and value added in GCE AS level biology and mathematics
- low retention rates in many GCE AS level courses

### Achievements and standards

29. Achievements and standards are satisfactory. Pass rates in AVCE and GNVQ science courses are high and above national averages. Retention rates on GCE A level courses are high and pass rates are in line with national averages. Retention and pass rates on most GCE AS level courses are below national averages. In GCE AS level biology and mathematics, many learners do not make the progress expected, relative to their prior attainment.
30. Learners monitor their own progress against agreed target minimum grades through regular self-assessment. The standard of learners' work is satisfactory. They use appropriate scientific terminology and mathematical notation. Most learners in the second year of their studies have well developed study skills. They develop communication and IT skills through their course work. Progression rates to higher education related to science are good at over 80%.

### Quality of provision

31. Teaching and learning are satisfactory. In the better lessons teachers plan well and use a good variety of activities to engage and sustain learners' interest and learners work attentively. However, the less effective lessons are characterised by the teacher talking for too long. Some learners lose

concentration. The pace of work is too slow and learners make less progress than they could. Working relationships between teachers and learners are good. Learners handle equipment confidently and with due regard for health and safety issues.

32. Assessment practice is satisfactory in both written and practical work. Learners' work is set, marked and returned promptly with helpful suggestions for improvements. A small number of external moderator reports have identified over generous and inaccurate marking.
33. Teachers are well qualified for the subjects they teach and technician support is good. Accommodation is of high quality and provides a stimulating learning environment. Laboratories are well appointed and have good scientific equipment. Learners make good use of the virtual learning environment including remote access to the intranet for homework and revision.
34. Learners receive good support which enables them to make progress. Learners are made sufficiently aware of the progress they are making, and any required improvements, through informal feedback and regular written reports. Teachers are very approachable and helpful. Learners enjoy their studies and value the support from teachers and tutors. They benefit from relevant work experience placements which strongly support their vocational aspirations and develop their self-confidence.

#### Leadership and management

35. Leadership and management are satisfactory. Management and staff work well together as a professional team. Regular team meetings ensure key issues are discussed and addressed. Self-assessment is largely accurate in identifying areas for further improvement. However, managers acknowledge that internal lesson observation grades are too generous. A robust action plan is being used to build on strengths and address identified areas for improvement. Professional development activities are well-supported. New teachers are appointed a mentor and have an effective induction. Partnerships with employers are good.

## Information and communication technology

Satisfactory: grade 3

### Context

36. The college offers courses in computing and ICT at levels 1, 2 and 3. Computing and ICT are provided at GCE A level and ICT at GCE AS level; GCE AS level computing has been discontinued. AVCE ICT is available for learners in their second year but is being replaced by the BTEC national certificate for IT Practitioners. GNVQ foundation and intermediate level IT are also available. There are 216 full-time learners aged 16 to 18 taking ICT courses, 166 of whom are studying at level 3.

### *STRENGTHS*

- improving pass rates and value added in GCE AS and A level ICT
- good achievement in GNVQ Foundation ICT
- reflection of the learners' culture and experiences in choices of assignments
- good support for individual learners

### *AREAS FOR IMPROVEMENT*

- low pass rates in GNVQ intermediate IT
- insufficient opportunity for vocational learners to experience work or industry links
- lack of rigour in adherence to external assessment requirements at level 3
- lack of preparation of learners for the January modular exams
- poor punctuality in most observed classes

### Achievements and standards

37. Achievements and standards are satisfactory. Pass rates in GCE AS and A level ICT are improving and are now well above average in GCE AS ICT. Value added data show that learners' progress, relative to their prior attainment, has improved over the past three years. Pass rates in GNVQ foundation IT are very good and a significant proportion of learners achieved high grades. Pass rates in GCE AS and A level Computing and GNVQ intermediate IT are poor. Punctuality in lessons is frequently poor and this severely impedes progress in group activities and disrupts lessons. Learners produce work of a standard appropriate to their level of course and develop good skills in using IT applications and software.

### Quality of provision

38. Teaching and learning are satisfactory. In the better lessons, teachers split tasks up for learners to make them manageable, make good use of praise and encouragement and use a variety of activities to keep all learners fully engaged. However, in some lessons the teachers' instructions lack clarity and learners are slow to embark on their tasks. In practical sessions, teachers are



very effective in helping individuals to progress as they circulate, but there is poor management of some others in the class who become distracted from their work. Directed questioning is used well by some teachers to check understanding, but in other cases, a few learners are allowed to dominate discussions and some learners do not contribute at all.

39. Teachers use constructive comments on learners' work to support improvement. However, external assessment requirements are not fully met in some level 3 courses. Learners were not adequately prepared for taking GNVO foundation and AS and A level ICT modules in January. This resulted in very low module pass rates and adversely affected learners' motivation. Assignment briefs are often closely related to learners' culture and experiences and this increases their self-esteem and confidence. There are insufficient opportunities for vocational learners to experience current industrial or business practices.
40. Learners receive good individual support. Teachers are approachable and helpful, offering extra workshop sessions and support outside the class time, which supplement the facilities in the IT suite and study skills centre. Learners are aware of their progress and appreciate the advice and guidance available.

#### Leadership and management

41. Leadership and management are satisfactory. Following a management restructure, initiatives to improve the quality of teaching and learning are beginning to have an impact. There is now greater rigour in lesson observations and teaching is improving. The IT staff work well as a team and meet regularly, with a clear focus on raising standards. All staff contributed to the accurate self-assessment report and managers acknowledge the need to monitor performance more systematically.

Arts, media and publishing

Satisfactory: grade 3

### Context

42. The college offers courses in art and design, media and the performing arts at levels 2 and 3. Learners are enrolled on GCE AS and A level courses in fine art, graphic design, film, media studies, drama and theatre and dance. Vocational courses include BTEC first diplomas in media, art and design and national certificates in art and design and media. At the time of the inspection 70 learners were enrolled on vocational courses and 395 on GCE AS and A level courses.

### *STRENGTHS*

- consistently high pass rates on art and design courses and GCE A level drama
- good teaching in practical lessons
- good resources and accommodation
- well managed provision

### *AREAS FOR IMPROVEMENT*

- poor pass rates on GCE AS level performing arts courses
- poor punctuality in some lessons
- insufficient range of learning strategies in theory lessons

### Achievements and standards

43. Achievement and standards are satisfactory. On art and design and GCE A level drama courses, learners consistently achieve high success rates. Success rates on GCE AS drama, dance and music technology have been below national benchmarks for the last three years. In-year retention data shows improvement particularly at GCE AS level. The new BTEC media first diploma and national certificate courses have high retention and achievement rates. In lessons, learners demonstrate good development of personal, social, creative and practical skills.

### Quality of provision

44. Teaching in practical lessons is good. Learners benefit from a wide range of activities which stimulate learning and engage their interest. Teachers have a good rapport with learners and employ effective strategies to foster good discipline, behaviour and working atmosphere. Useful homework tasks effectively consolidate learning.
45. Teachers give frequent, helpful and informative individual feedback and use peer evaluation to enable learners to refine and develop their creative work. Lessons are well paced with appropriate challenge for the full range of learners. In many theory lessons a narrow range of teaching strategies, poor

demonstrations and explanations, restricted the opportunities for learning. Some teachers are over reliant on exposition and do not adequately engage and motivate learners.

46. Cross discipline projects, commissions and simulated work experience opportunities all help learners develop their practical skills. Teachers provide interesting and relevant assignments that are marked well with clear and detailed comments.
47. Support for learners is good. Learners benefit from a very comprehensive group and individual tutorial programme that supports their emotional, social and vocational or academic development. Additional learning support is effective.
48. Progression is good: a high proportion of learners progress within the college and to higher education. The broad range of courses, including the new vocational AS and A level courses, give learners extended opportunities for progression.
49. In some lessons a lack of punctuality disrupts learning and prevents learners from making as much progress as they could. This was identified as a weakness at the last inspection. Inspectors acknowledge that some learners travel a considerable distance to the college and may experience difficulties in arriving for a 9:00 start. However, punctuality was also an issue in some lessons observed during the later parts of the day. For example in one art and design lesson 25% of the learners arrived up to 40 minutes late.

#### Leadership and management

50. Leadership is good. Teams meet regularly to discuss curriculum and student issues. Recent training activities have focused on key areas for improvement. The new management structure is working well to monitor and drive forward quality improvement.
51. The lesson observation grades awarded by the college are broadly in line with those found at inspection with some slight over grading at the lower end of the spectrum.
52. The self-assessment report is accurate, thorough and regularly reviewed. Managers are aware of progress against targets and are clearly focused on quality improvement.

Business, administration and law

Satisfactory: grade 3

### Context

53. The college provides a broad curriculum including GNVQ foundation, intermediate and advanced vocational business studies programmes, together with GCE AS and A level courses in accounting, business studies, economics and law. There are 494 learners enrolled full-time, and 418 of these study at advanced level. The majority of learners are aged 16 to 18.

### *STRENGTHS*

- high pass rates on vocational subjects
- careful planning and preparation by teachers
- outstanding rates of progression to higher education
- good support for learners

### *AREAS FOR IMPROVEMENT*

- low pass rates in GCE AS level accounting, business studies and economics
- ineffective use of questioning to check learning
- insufficient use of e-learning and ILT
- underdeveloped reference to current commercial practice

### Achievements and standards

54. Achievements and standards are satisfactory. Pass rates for vocational programmes are high. In 2004/05 pass rates for GNVQ foundation and advanced programmes were significantly above the national average. Pass rates in GCE A level courses have been satisfactory. Pass rates for GCE AS level courses in accounting, business studies and economics have been well below national average for the past three years. Vocational learners produce well researched and clearly presented portfolios. GCE A level learners are able to analyse their work critically and present clear, reasoned arguments. Punctuality is a concern in a few classes but learners arriving late are integrated quickly and effectively in lessons.

### Quality of provision

55. Teaching is satisfactory overall, with some areas of good practice. Teachers plan and prepare their work carefully. They expect high standards of conduct and commitment from learners, and learners respond well to the secure and professional atmosphere created. In the best lessons, teachers use a range of activities which motivate and challenge learners. Most learners respond very well to this and it gives them the confidence to develop their plans and ambitions about their future. Use of ILT is not yet developed enough to meet preferred learning styles. There is insufficient reference to current commercial

practice and the work experience of learners in many lessons. Teachers check learning in lessons but use a limited range of questioning methods. Written work is returned promptly to learners and they value the detailed comments from their teachers.

56. Progression rates are high. For example, 78% of intermediate level learners progressed onto advanced programmes in 2005. Rates of progression for GCE A level learners to higher education programmes are exceptionally high. In 2005, 94% of learners in A level accounts and 92% of learners in GCE A level economics progressed to higher education courses.
57. Support for learners is good. Learners receive clear advice before they enrol. Individual learning needs are diagnosed accurately and learners have good access to effective additional support. Learners comment very favourably about the support they receive from their tutors and teachers on a wide range of personal and learning issues.

#### Leadership and management

58. Leadership and management are satisfactory. The curriculum area managers are making good progress in refining and improving quality assurance procedures. The self-assessment report does not identify some key weaknesses. Managers are introducing new ways to monitor and improve performance. Communications and morale are good between team members. Equality and diversity are promoted well. Classrooms are bright, clean and generally fit for purpose. Teachers receive continuous professional development but many have not had recent business experience or vocational updating.

## Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2003 to 2005, 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	02/03	135	57	60	-3	52	46	55	-9
	03/04	132	64	67	-3	95	69	57	12
	04/05 **	50	68			110	65		
GNVQs and precursors	02/03	45	62	66	-3	*			
	03/04	57	39	70	-31				
	04/05	50	68						
NVQs	02/03	1	100			16	69		
	03/04	*				5	60		
	04/05	*				4	65		
Other	02/03	89	54	59	-6	36	36	55	-19
	03/04	75	83	66	16	90	70	58	12
	04/05	0	0			69	65		

\* no enrolments

\*\* 04/05 data supplied by the college

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2003 to 2005, 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	02/03	628	65	70	-5	116	43	52	-9
	03/04	674	70	74	-4	259	77	55	22
	04/05 **	678	70			258	54		
GCSEs	02/03	417	63	74	-11	10	50	58	-8
	03/04	440	68	77	-9	13	77	62	15
	04/05	440	71			12	83		
GNVQs and precursors	02/03	209	68	68	0	1	100		
	03/04	228	73	73	0	*			
	04/05	238	68			*			
NVQs	02/03	*				24	13	54	-41
	03/04	1	100	61		81	84	58	26
	04/05	*				92	51		
Other	02/03	2	50	58		81	51	49	2
	03/04	5	100	68		165	74	52	22
	04/05	*				154	51		

\* no enrolments

\*\* 04/05 data supplied by the college

**Table 3**  
 Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2003 to 2005, 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	02/03	2267	71	79	-8	130	62	57	5
	03/04	2090	69	80	-11	16	63	56	6
	04/05 **	1994	71			39	83		
A/A2 Levels	02/03	788	85	89	-4	40	93	73	20
	03/04	608	89	91	-2	9	89	75	14
	04/05	574	89			17	100		
AS Levels	02/03	1285	64	75	-11	12	75	55	20
	03/04	1204	64	76	-12	2	100	52	
	04/05	1197	63			11	82		
GNVQs and precursors	02/03	191	57	54	3	7	43		
	03/04	258	44	68	-24	4	0		
	04/05	223	70			4	75		
NVQs	02/03	*				71	45	55	-10
	03/04					1	0	52	
	04/05					7	0		
Other	02/03	3	33	63		71	45	55	22
	03/04	*				1	0	52	
	04/05	*				*			

\* no enrolments

\*\* 04/05 data supplied by the college