



# Evesham and Malvern Hills College



ADULT LEARNING  
INSPECTORATE

## Inspection report

Audience Post-sixteen	Published May 2006	Provider reference 130709
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## Basic information about the college

Name of college:	Evesham and Malvern Hills College
Type of college:	General Further Education
Principal:	David Blades
Address of college:	Davies Road Evesham Worcestershire WR11 1LP
Telephone number:	01386 712 600
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Chair of governors:	Aileen Fairclough
Unique reference number:	130709
Name of reporting inspector:	David Lindsay, ALI
Dates of inspection:	27-31 March 2006

## Background of the organisation

1. Evesham and Malvern Hills College is a small general further education college with its main site in Evesham in Worcestershire. It has an adult education centre in Malvern and two outreach centres. The college's mission is 'aiming for excellence in the provision of education and training for the local community'.
2. The areas served by the college have no significant levels of deprivation and levels of unemployment are low. The overall age profile in the local area is similar to that within the country as a whole. At the last census, the proportion of the population with ethnic origins other than white was 1.3%. There are six secondary schools in the Evesham and Malvern area all with sixth forms. Within a 16-mile radius of the college, there are five further education colleges. The post-16 participation rate in Worcestershire is 78.5% and 55% of the young people gained 5 or more GCSEs at grade A\* to C in 2004.
3. The total number of learners on roll in 2004/05 was 7001 of whom 90% were studying part-time and 92% were adults. Almost 65% of the 683 full-time learners were aged 16 to 18. The gender profile showed 69% of learners were female. Just under 3% of learners were from minority ethnic backgrounds. Nearly 60% of enrolments were on level 1 and 25% on level 2. The college provides courses in all of the QCA sector/subject areas, of which 22% are on foundation programmes. The college enrolls approximately 120 young people on apprenticeship courses each year.

## 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: health and social care; engineering; information and communication technology (ICT); hairdressing and beauty therapy; preparation for life and work; business studies.

## 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

Health, social and child care	Good: grade 2
Engineering	Good: grade 2
Information and communication technology	Good: grade 2
Hairdressing and beauty therapy	Good: grade 2
Preparation for life and work	Good: grade 2
Business studies	Good: grade 2

## Overall judgement

Effectiveness of provision

Good: grade 2

5. The college has improved since the last inspection and provision in all curriculum areas is good. Success rates for all learners have improved. Success rates for adult learners are significantly above national averages for colleges of the same type. Success rates for 16 to 18 year old learners are now at or above national averages.
6. The quality of teaching and learning is good in all curriculum areas. Teachers use an interesting variety of methods and the use of information learning technology (ILT) is increasingly effective. Practical teaching develops vocational and occupational skills although a minority of theory teaching is less effective. Learning resources and staffing are appropriate.
7. The college's approach to educational and social inclusion is outstanding. The college makes considerable effort to increase access to its courses by those who might otherwise not be able to attend. Its provision for learners with learning difficulties and/or disabilities is broad and progression onto further courses is well supported. It maintains a site in Malvern Hills and uses community centres effectively. Rates of participation by minority ethnic groups and learners with disabilities are high.
8. Learners receive good guidance and extensive individual support. However, the uptake by learners identified as needing additional learning support is low in some curriculum areas. Cross-college services provide very effective links with external agencies in providing specialist support.
9. Leadership and management are good. Governance is effective. The college has improved steadily. Quality assurance is satisfactory overall. Self-assessment is largely accurate. The college has established effective partnerships and is responsive to local demand. Industrial and commercial links are developed in most curriculum areas. Value for money is good.

Capacity to improve

Good: grade 2

10. The college has made sustained progress and has a good capacity to improve further. Most of the significant weaknesses from the previous inspection have been addressed. Success rates have improved for all learners. The college correctly identifies most of its strengths and weaknesses in its self-assessment report. The process is thorough. Performance management is good. Management data are now timely and reliable, but are not yet sufficiently used in all areas. Satisfactory quality assurance processes have been introduced and are understood and applied consistently by staff. However,

systems to monitor the quality of teaching and learning are insufficiently frequent and detailed. There is good financial management and control.

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

11. The college has made good progress since the last inspection and has remedied most of the areas for improvement noted. Learners' success rates and achievement rates have improved at all levels and almost all are good. Until recently the retention of the small number of 16 to 18 year old learners at level 3 was low. Success rates on work-based learning are now satisfactory and improvements have been made in its management. The quality of teaching is good and quality assurance is satisfactory. The take-up of additional learning support is still low. Leadership and management are now good. Three curriculum areas have improved their provision and one has declined. All curriculum areas are now graded as good.

Key strengths of the college

*Strengths*

- improved success rates for all learners
- very good success rates for adults
- good collaboration and links with the community
- good range of vocational provision complementing other providers
- good support for individual learners
- outstanding educational and social inclusion
- effective governance
- good leadership and management.

Areas for improvement

*The college should address*

- the consolidation of improvements for 16 to 18 retention and work-based learning achievement
- the take-up of learning support
- the scope and consistency of group tutorials
- the strategies for key skills
- the level of analysis and frequency of teaching and learning observations to inform quality improvement.

## Main findings

Achievements and standards

Good: grade 2

*Contributory grades:*

*Work-based learning*

*Satisfactory: grade 3*

12. Achievements and standards are good. Success rates were at or above the national averages for colleges of the same type for all ages and levels in 2004-05. Success rates for adults have improved over the past four years and are now around 20% above the national averages at all levels. Success rates for 16 to 18 year old learners have improved significantly at all levels. Rates are now above national averages at levels 1 and 2 and around the national average at level 3. The college noted that success at level 2 was below the national average in its self-assessment report for 2003-04 but there has since been a significant improvement. Success rates for short courses are well above national averages for adults. The success rate for male learners has improved significantly compared with those for female learners from 2002-03 to 2004-05. Males do better than females at level 1 but females do better at levels 2 and 3.
13. Retention rates have improved for adults at all levels since 2001-02 and are now significantly above national averages. Retention rates at level 3 for 16 to 18 year olds have been significantly below national averages since 2001-02 but are significantly above national averages at level 1. The college has recognised this ongoing weakness. Retention for adults is better at level 2 and 3 than for 16 to 18 year olds. Retention is better for female learners at level 1 and 3 than for males.
14. Achievement has improved for all levels and ages from 2001-02 to 2004-05 with significant improvement at levels 2 and 3, particularly for 16 to 18 year olds. Achievement at level 1 for 16 to 18 year olds is at the national average. Achievement is high for adults at all levels. Male learners achieve better at level 1 than female learners but the reverse is true at levels 2 and 3.
15. Overall qualification success rates for NVQs on modern apprenticeship programmes have improved since 2003-04. The college recognises the success rates of its advanced apprenticeship programme as an area for improvement. Timely success rates are low, indicating slow progress for many learners.
16. The college recognises that its use of value added and distance travelled data is not yet developed. Some progress has been made in introducing the recording and reporting the progress and achievement (RARPA) for non-accredited learning which is being piloted in some areas of the college.



Learners enjoy their work, attend well and work safely, develop good skills and produce good standards of work.

Quality of provision

Good: grade 2

17. Teaching and learning are good. Lessons are well organised and make good use of an interesting variety of teaching methods, generally well matched to individual learning needs. Teachers make increasingly effective use of ILT. Practical teaching is particularly effective and develops both vocational and occupational skills. Lesson planning is generally well informed by initial assessment and individual learning plans. Learners enjoy lessons and often quickly become engrossed in their work. Theory teaching is less effective in a minority of lessons. In these lessons, some resources are dated and uninspiring. Teachers tend to dominate learning activities. Occasionally there is insufficient checking of learning through questioning. Teaching and learning of key skills are much improved and well integrated into vocational subjects.
18. Lesson observations are effective and provide teachers with useful and generally accurate feedback. However, observations are insufficiently frequent to monitor the quality of provision, to provide a more detailed analysis and to inform annual self-assessment. The learning environment in the college is mostly good. Teaching rooms are bright, airy and attractively decorated. However, several computer rooms are poorly ventilated. At the Malvern Hills campus, study areas are cramped and the availability of computers is limited.
19. Assessment takes place regularly and is generally relevant to the subjects studied. Effective internal verification arrangements exist in almost all areas. Prompt and comprehensive initial assessment now takes place, although uptake by learners identified as needing additional learning support is low. Learners on level 1 and 2 courses who receive additional learning support achieve similarly to other learners. However, the small numbers of learners receiving support at level 3 are much less successful. Results of initial assessment are not always used effectively to inform the choice and level of key skills. For example, in a few curriculum areas, learners study at the same level regardless of their ability.
20. The college is outstanding in its social and educational inclusion. It attracts predominantly adult learners, many of whom are returning to work. Outreach provision involves many learners who otherwise would be reluctant to attend. Work with learners who have acquired brain injury is excellent and a wide range of provision exists for those with learning difficulties and/or disabilities. Rates of participation by minority ethnic groups and learners with disabilities are high. The college offers a wide range of complementary vocational provision based on agreements with local schools and colleges. Good progression routes exist in almost all the curriculum areas. Courses are reviewed frequently for their performance and relevance in meeting learners' needs.

21. Some areas offer courses for learners aged 14 to 16 and the young apprenticeship programme has recruited well. Successful links exist with a range of employers in most curriculum areas but the college recognises that this is not sufficiently coordinated. The college has successfully established a CoVE in gas safety training. The college offers good curriculum enrichment and additional qualifications in most areas. However, the range of cross-college activities is insufficient. Limited work-based learning provision is offered. The E2E provision which started in 2004 was adversely affected by its location and the college is relaunching it.
22. Care, guidance and support for learners are good. There is extensive individual support for learners, and especially for those with learning difficulties and/or disabilities. Tutors go to considerable lengths to meet support needs and learners speak very highly of their commitment and helpfulness. Cross-college support services provide very effective links with external agencies to ensure the provision of prompt and effective specialist support.
23. Pre-enrolment information, advice and guidance are comprehensive and helpful. Information is widely available through a range of sources, including effective liaison with local schools including specialist schools. Learners usually enjoy induction which covers essential aspects of college life. Very informative careers advice and guidance are provided at the Evesham campus. Learners make appropriate choices and progression rates are good. Provision of careers advice and guidance at Malvern Hills is less easily available and less helpful.
24. Individual tutorials are very effective. Tutors set appropriate targets for improvement and regularly check that these are being met. Individual learning plans are used well to help learners progress. The arrangements for group tutorials are less effective. Schemes of work do not always ensure that coverage of key areas is comprehensive. The provision of food at times other than main meal times at both campuses is limited.

## Leadership and management

Good: grade 2

25. Leadership and management are good. Curriculum areas are well managed. Since the last inspection the college has improved steadily. Success rates have improved at all levels, and all are now at or above national averages. Success rates for adult learners have been consistently high. Retention rates on level 3 courses have remained low for the small number of 16 to 18 learners for several years but current in-year retention is good.
26. The governing body is effective in monitoring college performance, holding the college to account and supporting improvement. Governors are well informed. Three curriculum areas have improved their provision and one has declined. All curriculum areas are now graded as good. The college's vision for future development is clear and realistic. Morale is high in the college.

27. Quality assurance is satisfactory overall. Staff understand the processes and most use them well. Termly curriculum 'health' checks and target setting weeks are effective in monitoring performance. A number of courses which have underperformed have been replaced by more successful ones. The lesson observation programme does not provide a mechanism to monitor the quality of teaching and learning frequently enough and analysis is insufficiently detailed. Action plans from observations are not sufficiently monitored. Self-assessment involves all staff and is comprehensive and largely accurate. Information about performance on courses is accurate, timely and accessible but occasionally is not sufficiently used.
28. Staff are suitably qualified, well motivated and supported. Most staff have annual professional development reviews but these do not include reference to lesson observations. Staff development is fully established. New teachers and those undergoing training are closely supported by mentors and managers. Resources are satisfactory. The college has established effective partnerships and regularly revises its curriculum to respond to the needs of the local community and replace poorly performing courses. It has invested significantly in information learning technology and this is increasingly and effectively being used by teachers.
29. The college is socially and educationally inclusive offering a good range of courses for all learners. It has started to address gender imbalances on many courses. The environment is safe and healthy. The college's response to the requirements of the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2002 are satisfactory. Young learners and vulnerable adults are appropriately protected. Reasonable measures have been taken to ensure physical access for all. Some areas of the Malvern Hills site are difficult to access for wheelchair users but the college has suitable contingency plans. The college monitors and promotes equality and diversity adequately.
30. The college is financially secure and resources are used efficiently. Budgets and financial viability of courses are closely monitored. Average attendance is good. Success rates are now good on most courses. The college offers good value for money.

## Curriculum area inspections

Health and social care

Good: grade 2

### Context

31. The college offers internal progression routes from entry level to level 4 on health, care and early years courses. There are 101 full-time learners, mostly aged 16 to 18. Twenty five learners, mostly full-time, are taking access to higher education courses for nursing and caring professions. Part-time courses include NVQs in early years, levels 2 and 3 and care, levels 2 to 4 and 103 learners are enrolled on these. Seventy one learners take pre-school practice or playwork courses. Two hundred and ninety nine learners are enrolled on first aid courses. Distance learning courses are offered in nutrition and health, infection control and safe handling of medicines.

### *STRENGTHS*

- high success rates in most courses
- particularly good development of occupational skills for learners aged 19 or over
- good teaching
- good internal progression for learners aged 16 to 18
- good access to additional qualifications and enrichment activities for learners aged 16 to 18
- very good support for learners
- strong management leading to improvements in provision.

### *AREAS FOR IMPROVEMENT*

- low retention rates in a small number of courses
- low key skills success rates in 2005.

### Achievements and standards

32. Success rates are high in most courses. Most pass rates and retention rates are consistently above national averages. All learners passed the full-time certificate and diploma courses in childcare 2004-05. The retention rate on the access course was low in 2004-05. Currently, in-course retention is poor on the certificate in childcare and education at Malvern. Key skills' success rates were low in 2004-05.
33. Adult learners develop particularly good occupational skills. They develop good ideas for practical activities. Learners evaluate their own practice and make effective changes in their workplaces. Full-time 16 to 18 year old learners produce imaginative display work. All learners work cooperatively and collaboratively. Written work is satisfactory or better, with sufficient use of

ICT. In the majority of lessons, learners enjoy their learning and develop independent research skills.

### Quality of provision

34. Teaching is good. Much is well planned with a good variety of activities, some lively and imaginative. Most teachers meet the needs of individual learners in their lessons. Individual learning plans inform planning and include course and personal targets. Assessment and internal verification is sound. All learners have initial diagnostic or screening tests, followed by additional learning support where appropriate. Learners with support needs have appropriate alternative assessment methods. NVQ learners receive frequent assessment in the workplace.
35. Internal progression is good for learners aged 16 to 18. Routes for progression are from entry level to level 3 and provide particularly flexible combinations at entry level and level 1. Over half of level 1 learners progress to level 2. Learners aged 16 to 18 benefit from access to a good range of additional qualifications and enrichment activities which are identified through their individual assessment. Qualifications include food and nutrition, paediatric first aid, literacy and numeracy and, innovatively, forest school skills. The programme of visiting speakers and external visits is extensive.
36. Support for all learners is very good. Effective tutorials incorporate individual reviews and target setting. In the access course, additional 'drop in' academic tutorials are provided. Support for looked after learners and liaison with external agencies are good. Care is taken in the placement and monitoring of learners. Learners value the high levels of personal support.

### Leadership and management

37. Leadership and management are good. Managers give a clear direction which leads to improvement. NVQ courses are particularly well managed. Staff are well motivated and there is a culture of improvement. Course teams have a strong focus on promoting learners' welfare and success. Self-assessment is accurate and starts at course team level. Teams regularly check progress against the action plan. Staff have clear targets for attendance, retention and achievement. The promotion of equal opportunities is satisfactory. Staff are appropriately qualified and have good opportunities for occupational updating. Accommodation and resources are satisfactory or better.

## Engineering

Good: grade 2

### Context

38. Full-time courses are offered from entry level to level 3 in motor vehicle, and levels 1 and 2 courses in mechanical engineering and welding. At the time of the inspection, there were 146 learners of whom 23 were aged 19 or over. Of the 59 learners enrolled on work-based courses, 47 are aged 16 to 18. Practical training courses are provided for 14 to 16 year olds in addition to a young apprenticeship motor vehicle programme.

### *STRENGTHS*

- outstanding success rates on level 1 courses
- good practical teaching
- broad range of provision to meet local needs
- productive strategies to improve motor vehicle work-based learning.

### *AREAS FOR IMPROVEMENT*

- poor success rates on the national diploma in engineering
- some ineffective theory lessons.

### Achievement and standards

39. Success rates on level 1 courses are outstanding and have improved since 2002-03. Success rates at level 2 are good. Success rates on the now discontinued national diploma in engineering were consistently low. Retention on the replacement qualification is improved and only 11% of the learners have left so far this year. Framework achievement in work-based learning in motor vehicle apprenticeships has improved but achievement in mechanical engineering remains poor. Learners produce a good standard of work and develop good practical skills.

### Quality of provision

40. Teaching is satisfactory or better. In the better lessons, good use is made of electronic whiteboards and visual aids. Practical teaching is good and lecturers often encourage learners to work in groups and support each other. Lecturers provide individual help and support as necessary and make regular checks on learning. Attendance in lessons is good. The planning of some theory lessons is ineffective with insufficient attention to meeting all learners' needs and unclear learning objectives. Learners are sometimes required to copy notes from transparencies, slowing the pace of learning.

- 41. The practical training workshops and equipment are generally satisfactory but include some dated machine tools and vehicles. Recent investment in a motor vehicle diagnostic centre provides equipment of industrial standard for use by level 3 learners and local industry.
- 42. The college offers a broad range of provision and allows learners to gain supplementary qualifications to improve their employability. Good opportunities are offered to 14 to 16 year old learners through practical training courses and the young apprenticeship scheme.
- 43. Staff are appropriately qualified. Full-time assessors visit work-based learners regularly for progress reviews and assessment. All full-time learners attend an activity day prior to the start of their training. The tutorial system works well. Performance is monitored in learners' reviews, targets checked and individual learning plans updated. Progress reports are sent to learners, parents and employers each term. Parents' evenings are held for full-time learners.

#### Leadership and management

- 44. Leadership and management are good. Recent changes at management level have clarified responsibilities. Management of work-based learning is improved through productive strategies. The college has appointed new lecturers and assessors. New courses are offered to replace underperforming qualifications. The staff development programme is effective. Success rates have improved. Regular team meetings take place to discuss and monitor curriculum issues. Productive staff appraisals occur annually. Lesson observations are insufficiently frequent to be fully effective in improving the quality of teaching.

## Information and communication technology

Good: grade 2

### Context

45. The college offers a range of courses in information and communication technology (ICT) from entry level to level 4 at two main sites and several outreach centres. Full-time courses range from a modern office technology qualification at level 1 to a higher national diploma in computing. Part-time courses include introductory and leisure IT courses as well as computer literacy and information technology (CLAIT) and the European computer driving licence (ECDL). There are 86 entry level learners, 714 level 1 learners, 449 learners at level 2 and 167 learners at level 3. Of these, 17% are full-time learners, comprising 157 learners aged 16 to 18 and 84 adults.

### *STRENGTHS*

- high success rates on most part-time courses for adults
- much well planned and stimulating teaching
- effective collaboration to meet industrial and community needs
- easily accessible and productive support
- good course and curriculum area management.

### *AREAS FOR IMPROVEMENT*

- low pass rates on the first diploma for IT practitioners
- low retention rates on the national diploma for IT practitioners
- insufficient exposure to current industrial practice for full-time vocational learners
- some poorly ventilated accommodation adversely affecting learners.

### Achievement and standards

46. Success rates for adult learners are very good and have remained above national averages for several years. Pass rates are very low on the first diploma for IT practitioners course. Retention rates have been low on the national diploma for IT practitioners course for the past two years but currently fewer learners have left.
47. The standard of work in learners' portfolios is generally good. Learners' work displayed on the walls in every classroom is also good. Most learners demonstrate confidence and fluency in the manipulation of the hardware and software packages. Attendance rates are high and punctuality is good.



## Quality of provision

- 48. Most teaching is good or better. Planning documents are generally thorough and include thoughtful comments for improvement. Plans list activities to meet individual needs. Teachers use data projection well and devise a variety of interesting activities to stimulate learners. In a few lessons, the pace of learning is slow, extension activities are not provided and sometimes understanding is insufficiently checked.
- 49. Assessment and monitoring of progress are satisfactory. Course tutors keep a record of the progress of learners on their courses but no centralised system allows the curriculum area manager to monitor overall progress. Constructive comments are made on marked work to help learners improve. The comprehensive internal verification process maintains the standard of marking.
- 50. Links with local employers and schools are good. Appropriate units on the national diploma course were selected in consultation with a local company and advice given on industrially relevant assignments. The college provides successful training programmes for several local employers. Full-time vocational learners, however, do not have any work experience. Learners have insufficient opportunity to enhance the breadth of their experience, link their studies to current working practice and support their career aspirations. Many learners progress to a higher level course on successful completion of their current course.
- 51. Support for learners is good and easily accessible. Systematic initial assessment takes place and effective support is given. The progress of learners is monitored through regular individual tutorials, which provide subject support, guidance and target setting.

## Leadership and management

- 52. Leadership and management are good. Success rates have improved or have remained high since a recent college reorganisation. Quality assurance procedures are now well established. The collection, recording and use of data to identify weaknesses have improved since the last inspection and are now satisfactory.
- 53. The self-assessment report, produced by the entire teaching team, is a thorough and an accurate reflection of the curriculum area. Resources and technical support are good. Some computer rooms are poorly ventilated which adversely affects learners' ability to work. Industrial updating of teaching staff is insufficient. Good efforts are made to promote equality and diversity.

## Hairdressing and beauty therapy

Good: grade 2

### Context

54. The college offers a range of courses in hairdressing, beauty and holistic therapies. Full-time courses in hairdressing and beauty therapy are available at levels 2 and 3. Part-time courses in holistic therapies include Indian head massage, reflexology, Swedish massage and nail treatments. There are 195 full-time and 165 part-time learners. Nearly two thirds of learners are aged 19 and over. A very small percentage of learners are male. Forty two local school pupils are taking a level 1 course in hairdressing.

### *STRENGTHS*

- high success rates on beauty therapy courses
- much good teaching and training
- very good support for learners
- high standard of professional practice.

### *AREAS FOR IMPROVEMENT*

- low success rates on the level 3 hairdressing course
- unsatisfactory use of data to inform self-assessment
- lack of provision in full-time hairdressing at level 1.

### Achievement and standards

55. Achievement and standards are good. Almost all learners have been successful for the last two years on beauty therapy courses. Progression rates are good and nearly all learners move on from level 2 to level 3. Learners acquire effective vocational skills. Their understanding and application of specialist knowledge are also good. Learners produce detailed assignments in hairdressing and beauty therapy. However, insufficient demands are made on learners to use their IT skills in some assignments. Attendance is satisfactory. Retention on level 3 hairdressing is low and success has been well below the national average for two years. Success rates in IT key skills are low.

### Quality of provision

56. Teaching and learning are good. Teachers demonstrate good occupational skills and sound knowledge. Lessons are well planned to meet the needs of learners, for example, by the provision of different styles of handouts. In anatomy and physiology lessons, complex information is broken down into small segments and learners benefit from this approach. Imaginative use of ILT engages learners well and linking of practical and theory is effective. Professionalism in practical lessons is high. Learners adhere to a strict dress code and teachers promote salon etiquette effectively. In the less effective

lessons, there are too few clients to meet learners' assessment needs. Some learners demonstrate unsafe practices when cutting hair.

57. Assessment and verification procedures are satisfactory. Staff use individual learning plans effectively in most areas. Learners' additional learning needs are identified through initial assessment but take-up is low. Support for learners is very good and staff provide excellent curriculum and pastoral help.
58. The range of high quality professional products for learners to use in practical lessons is excellent. In beauty therapy, in-house work experience provides a good realistic working environment and learners are able to experience commercial pressures. Curriculum enrichment opportunities are good and include taking part in competitions and shows as well as gaining skills in ear piercing. Provision for learners aged 14 to 16 in hairdressing is good. However, some full-time level 2 learners in hairdressing are more suited to level 1 provision which is not available.

#### Leadership and management

59. Curriculum leadership and management are satisfactory. Managers coordinate their courses effectively. Staff development successfully meets the training needs identified in staff appraisals. Staff undertake regular updating and gain valuable qualifications. Morale is high and teamwork is good. Staff share good practice leading to improvements in teaching.
60. Some data held at curriculum level are inaccurate and do not fully match centrally held data. Judgements about performance of courses are affected. Staff lack familiarity in the analysis of data. There are too few clients and too little beauty therapy electrical equipment to meet the growth in provision. At the Malvern site, whilst overall accommodation is of a high specification, therapy rooms are small which adversely affects progress and assessment in practical lessons.

## Preparation for life and work

Good: grade 2

### Context

61. The college offers a range of full-time and part-time pre-entry and entry level courses at both sites. There is a range of part-time day and evening courses in literacy and numeracy held in a community venue in Evesham. There are 151 young people aged 16 to 18 and 780 adults following preparation for life and work courses.

### *STRENGTHS*

- very high success rates on 16 to 18 year old full-time courses for learners with learning difficulties and/or disabilities
- very high success rates for discrete adult literacy and numeracy courses in the community
- good range of provision for learners with learning difficulties and/or disabilities
- effective target setting and monitoring of learners' progress
- good teaching and learning.

### *AREAS FOR IMPROVEMENT*

- insufficiently established strategies to ensure learners receive numeracy and literacy support across the college
- inadequate resources to support learners at the Malvern campus.

### Achievement and standards

62. Success rates on courses for learners aged 16 to 18 with learning difficulties and/or disabilities on full-time courses are high. Learners receive a college certificate to recognise their achievement on non-accredited courses. They work well in lessons towards well defined goals which build on previous learning. In practical lessons, learners with learning difficulties and/or disabilities develop good vocational skills and gain personal independence during sessions in which they cook, develop a garden, work with animals and perform a play. There are good progression routes for these learners onto other courses and directly into employment. There are also high success rates on national tests in literacy and numeracy in the community. For many of these learners this is the first time that they have achieved a qualification. There has been a significant decline in adult learners attending literacy and numeracy programmes at Malvern since its short-term relocation.

### Quality of provision

63. Teaching and learning on programmes for learners with learning difficulties and/or disabilities are good. Literacy and numeracy skills are well integrated in all subjects. Learners' spoken and written vocabulary is built on well through the use of appropriate written tasks and classroom activities. In practical

lessons, learning objectives are carefully planned so that each learner can make progress with their individual skills. Punctuality and attendance are good.

64. Monitoring of learners' progress is good. Initial assessments lead to the setting of appropriate individual targets in literacy, numeracy, vocational, personal and social skills. These targets clearly inform individual learning goals in each subject area. Records are detailed and are well kept.
65. All full-time learners undertake a comprehensive assessment which identifies their support needs. However, large numbers of learners who are identified for support do not take up the offer in some curriculum areas. The support provided at the Malvern campus is located in inadequate accommodation which adversely affects the learners.
66. A broad range of provision meets learners' needs, especially learners with learning difficulties and/or disabilities. Course offers include forestry, animal care, horticulture and performing arts. This wide choice supports their academic and personal development well. Appropriate work experience links with employers enable progression for these learners into employment. The college also works effectively with learners with acquired brain injuries in order to enable them to play a more active role in society.
67. Good advice and guidance ensure that learners on programmes for learners with learning difficulties and/or disabilities make well informed choices about their courses. Induction activities enable these learners to settle in quickly to their studies. Additional teachers and support workers effectively help learners.

#### Leadership and management

68. Leadership and management of the provision for learners with learning difficulties and/or disabilities are good. Teams work well together and share good practice. Staff are well qualified. Good staff development programmes help to improve teaching for learners. The self-assessment report is accurate but lacks clear targets for improvement. Promotion of equality and diversity is good. The college's strategy to ensure that learners receive the support to which they are entitled is not fully established across the college.

## Business studies

Good: grade 2

### Context

69. The college offers a range of courses in business administration, accounting and management at the Evesham site. There are 23 full-time learners of whom 11 are aged 16 to 18 and 4 aged over 19. There are 140 part-time learners on accounting, bookkeeping, administration and management courses ranging from level 2 to level 4. Eleven learners are aged between 16 and 18 and 129 are over 19 with 9 being work-based apprentices.

### *STRENGTHS*

- high success rates on most courses
- much well-planned and effective teaching
- good extended and flexible vocational skills development
- particularly productive team work.

### *AREAS FOR IMPROVEMENT*

- insufficient enrichment opportunities
- insufficient internal verification.

### Achievement and standards

70. Success rates in 2004-05 were good on most courses. The success rate on bookkeeping is high at 93% and on the 'Woman into Business' courses at 89%. Pass rates are below average on NVQ level 4 accounting courses. However, current learners are making better progress.
71. Retention rates for level 2 learners aged 16 to 18 have improved significantly from 57% in 2002-03 to 76% in 2004-05. Framework achievement for apprentices is much improved and is now good. All administration apprentices have been successful. Portfolios contain examples of high quality evidence.

### Quality of provision

72. Most teaching is good. Teachers generally plan well and employ a variety of effective teaching and learning strategies. Tutors are skilled in leading group work and discussion. References to tutors' own and the learners' workplace experiences reinforce and extend learning. Too few teachers currently use ILT in lessons. The college has arranged staff development in this area and has already purchased additional resources to improve this position.
73. Learners on full-time courses take and achieve a wide range of additional qualifications. Some learners routinely gain accounting certificates, NVQs in both payroll and accounting and qualifications in computing whilst also gaining confidence to enter the workplace. Some full-time learners benefit from a

three week work experience placement secured through good links with local employers.

74. The recent introduction of electronic portfolio systems for some NVOs has motivated and enthused learners. Most other resources are satisfactory. There are recent strategies to integrate key skills more effectively but as yet it is too early to measure its success. Work-based learning has improved and designated staff now offer good support and coaching in the work place. There are insufficient enrichment activities for learners with only a very limited range of additional activities available across the college.

#### Leadership and management

75. A small core team of full-time staff and a large number of part-time staff work together particularly well under effective leadership. Staff development activities, fully supported by managers, are good and contribute to the effectiveness of the team. The team has developed innovative ways of sharing duties and collaborative working to ensure standards are maintained despite limited staff resources in some areas. Team meetings are effective. Mentoring arrangements are well established and valued by all. Staff are strongly committed to the improvement of teaching and learning.
76. Internal verification is insufficient. There are insufficient qualified and occupationally competent verifiers. The system is not fully developed to meet current requirements. The comprehensive internal verification system in one area is not always fully implemented. Some activities in one area have not been completed and the observation of assessors is not sufficiently frequent. The self-assessment report is broadly accurate. Most staff contribute to self-assessment and the team understands and agrees with its findings.

# 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	02/03	193	61	56	5	1521	84	55	29
	03/04	286	66	60	6	1001	85	59	26
	04/05	365	64			1163	83		
GNVQs and precursors	02/03	6	83	60	24	1	100	47	
	03/04	0		65		0		52	
	04/05								
NVQs	02/03	5	100	56	6	9	33	57	-23
	03/04	0		61		3	33	62	
	04/05	14	57			4	75		
Other	02/03	182	59	56		1511	85	55	29
	03/04	286	66	60		998	85	59	26
	04/05	351	64			1158	83		

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	02/03	223	41	52	-11	567	61	49	12
	03/04	204	54	56	-2	563	60	53	7
	04/05	260	62			542	78		
GCSEs	02/03	29	62	57	5	79	59	55	4
	03/04	18	50	61	-11	52	50	59	-9
	04/05	22	32			19	84		
GNVQs and precursors	02/03	12	58	59	0	1	0	53	
	03/04	11	64	63	1	0			
	04/05	11	82	65					
NVQs	02/03	64	53	42	11	115	52	49	3
	03/04	69	77	52	25	122	60	53	6
	04/05	63	71			140	74		
Other	02/03	118	28	50	-22	368	65	48	17
	03/04	106	39	54	-15	389	62	52	10
	04/05	164	60			384	79		



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	02/03	132	51	62	-11	550	50	51	-1
	03/04	135	53	64	-11	436	65	53	12
	04/05	143	62			659	77		
A/A2 Levels	02/03	0				0			
	03/04	0				0			
	04/05	0				0			
AS Levels	02/03	6	17	61	-44	32	50	45	-45
	03/04	0				1	0	43	-29
	04/05					8	63		
GNVQs and precursors	02/03	87	44	50	-7	5	0	45	-45
	03/04	63	32	52	20	14	14	43	-29
	04/05	8	38			1	0		
NVQs	02/03	4	75	51		70	47	45	3
	03/04	16	94	54	40	58	66	47	19
	04/05	45	64			132	76		
Other	02/03	35	71	55	16	451	50	54	-3
	03/04	56	64	56	8	363	67	56	11
	04/05	90	63			517	78		

Table 4

Success rates on work-based learning programmes managed by the college 2003/04 year to 2004/05 year.

#### a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	9	11	32	56	47
	Advanced	25	28	31	52	48
2004/05	Apprenticeship	42	45	38	64	50
	Advanced	18	22	34	67	48

\* 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	19	5	16	26	24
	Advanced	31	16	19	45	30
2004/05	Apprenticeship	41	0	21	20	29
	Advanced	14	7	21	57	31

\* 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'

## 1. Outcomes on Entry to Employment (E2E) programmes managed by the college 2002 to 2005.

Year	Number of starts in year	Achieved Objectives *	Progression **	Still in learning
2002/03				
2003/04	23	1	5	6
2004/05	27	4	8	7

\* These are key objectives identified for each learner following an E2E, ETP or NETP programme

\*\* Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period