

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: John Leggott College
Date of visit: 30 November 2006

This feedback contains brief findings from the annual assessment visit. It focuses on the themes explored during the visit and does not attempt to give a comprehensive overview of the college's performance.

Achievement and standards

- The overall success rate for the college has improved to 83% in 2005/06, an improvement on the previous three years.

Overall success for 16-18 year olds at level 3 and AS-level pass rates in 2005/06

- The success rate at level 3 for learners aged 16 to 18 year olds has improved by 7 percentage points to 84%;
- At GCE A level, pass rates are high at 98%, including general studies. High grade achievement is 40%. Without general studies, the pass rate is 98% and high grades are 45%. At A level, the overall pass rate has improved substantially by 9 percentage points to 91% from a low outcome in 2004/05;
- Learners have also been successful on vocational courses at level 3. For example, on the AVCE 12 unit award, all learners passed and almost half achieved high grades;
- Level 2 success rates remain around the national average. Achievement varies between vocational courses; it is very good for media. The provision at level 2 is being reviewed. The college offers a wide range of GCSE courses. Many GCSE learners are taking the examination for the second time. The results for English are good, but results for mathematics are low. The college offers mathematics support appropriately to those on advanced courses to develop skills further;
- Success rates for adult learners have improved at level 3 to above average and remain above average at other levels.

Value added data 2006

- Learners have made significantly good progress in 2006. Value-added measures are significantly positive for the fifth year in succession. Learners on four of the AVCE 12 unit vocational courses have made particularly good progress;
- Subjects performing consistently well over three year period at GCE A and AS level are geology, geography, physics, law, dance and general studies. At GCE A level, with the exception of six subjects, the majority of subjects are performing well;
- AS level subjects are doing well overall, but there is under-performance in, for example, AS level chemistry, government and politics, religious studies, media studies, physical education and textiles. Curriculum staff and senior managers have analysed the reasons for this carefully, and are taking appropriate action to bring about a rapid improvement.

Quality of education and training

Progress in developing teaching and learning

- The college has a well established and effective quality assurance process to evaluate teaching and learning. Procedures are reviewed regularly and are evolving, with more emphasis on learning. The outcomes of internal curriculum reviews and lesson observation lead to specific training and development. The approach is tailored, for example, curriculum areas which are judged to be performing well have a 'lighter touch'. A designated group of staff disseminate new ideas and good practice. Tutorials are also observed. Curriculum self assessments do not give sufficient emphasis to identifying teaching and learning in the overall strengths and areas for development but they are identified in the text.

Learners views of college

- Learners from level 1 and level 2 courses were interviewed. They are very positive about the college and describe it as 'great'. They like the friendliness of teachers and other learners; they enjoy their courses overall. Male students enjoy the sports enrichment activities, female students participate less. One or two learners say they sometimes need more help in lessons, and clearer explanations.

Leadership and management

Progress since AAV 2005

- The college has made good progress since the last AAV. Overall achievement has been improved. Value added reports have been maintained at a high level, giving the college an institutional ALPS score of 1.06, grade 2, and significantly positive ALIS for the fifth year consecutively;
- The college has appointed a new principal with effect from January 2007.

Actions taken to improve subject performance

- Managers have taken prompt action and been successful in improving overall AS-level subject performance. Various strategies have been put in place through individual subject action plans. These actions include a focus on improved teaching and learning, new management appointments and external guidance and closer analysis of qualification requirements. Teachers also identified that a successful measure was to identify learners who may need more specific subject help earlier in their courses and to monitor their progress closely through an assessment tracker. Actions have already had a positive impact in art and photography but there is more to do. Senior managers monitor progress closely.

The self assessment process and draft 2005/6 report

- There is a strong college focus at all levels on improving curriculum achievement and standards. Close comparisons are made with national and previous outcomes. The college judges that its effectiveness is outstanding overall;
- The process for curriculum level self assessment reports is systematic and thorough and includes the outcomes of internal reviews, lesson observation and robust data analysis. In the draft self assessment report for 2005/06, some cross college aspects are insufficiently evaluative and are, at times, understated. Curriculum grades indicate that ten areas are judged to be outstanding and ten are good, three areas are assessed as satisfactory and have improvement plans;

- The college is implementing the latest DfES guidance for child protection

Any themes from the pre-visit analysis not explored during the visit

- none

Any other observations from the visit not identified in the pre-visit analysis:

- Summer schools were successfully offered at college in 2006 for 84 'gifted and talented' pupils from North Lincolnshire primary schools
- The college has been awarded a Beacon award for effective partnership working