

ANNUAL ASSESSMENT VISIT: MAIN FINDINGS

Name of College: North Lindsey
Date of visit: 18 October 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

Success rates for adults and 16-18 performance on some full-time courses

Retention rates for 16-18 at levels 1 and 3

College data for 2005-06 indicate that overall retention rates for 16-18 year olds show an upward trend of improvement at all levels in comparison to 2004-05. Retention rates at levels 1, 2 and 3 are 84%, 80% and 77% respectively. This is an improvement at level 1 of 9% points, at level 2 of 4% points and at level 3 of 8% points. Individual courses are receiving further attention where performance is too low. Attendance has improved. During the previous inspection in 2003, recorded attendance was 77%, the college average for 2005-06 was 85%.

Adult success rates on level 1 and short courses

Success rates were significantly low for level 1 and short courses (between 5-24 weeks) in 2004-05, affecting around 900 enrolments in each area. Success rates declined between 2003 and 2005. This continues to be a concern. At the time of the AAV the summary figures for success rates on such courses were not yet complete.

Work based learning

In work based learning, success rates on national vocational qualifications (NVQ's) have improved to 61%. This is an increase of 10% points compared with 2004-05, just above the national average. The percentage of achievement of advanced frameworks is similar to 2003-04. For apprentices, achievement rates have improved gradually for the past three years but remain below the national average of 53%. The achievement of NVQ at level 2 is much higher at 65%, compared with the national average of 44%. Overall key skills pass rates have improved at level 1 to 63%. At level 2, pass

rates are 39% overall. Pass rates are good in construction, care, electrical and mechanical engineering and computing. In other areas the pass rates are low. The college has made a number of positive changes to improve key skills teaching within curriculum areas. These are having a beneficial impact on learners.

Quality of education and training

Teaching and learning

The college has made a number of changes to improve the quality of teaching and learning; these include the appointment of 5 advanced practitioners and substantial training for lesson observers. The college has implemented a number of strategies to develop teachers skills further through team teaching, mentoring and extensive support where this is needed. From 201 internal observations carried out in 2005-06 outcomes indicated that 72% of teaching was good or better, 25% was satisfactory and 3% was inadequate. The characteristics of lessons are not analysed in the draft self assessment report for 2005-06. There is further good collaboration with similar colleges and external training of observers designed to achieve consistency.

Enrolment to appropriate courses and take up of learners' support

The recruitment process is now more thorough, bringing more focus on the appropriate course and length of study for each learner. The take up of additional learning support which was low at the previous inspection at 58% has improved to 85%. However, the college has yet to fully evaluate the impact of this support on learners' achievement. The support is available in many ways. A 'literacy' and 'numeracy' hour has been introduced on level 1 courses and for some level 2 courses for 2006-07.

Leadership and management

The actions of managers to stop the decline in success rates for adults and improve achievement and standards overall
College managers have taken robust action and conducted a detailed analysis of all curriculum areas and courses. They have focussed on identifying more effective modes of study, improving attendance and retention rates, the management of courses and improving quality of teaching as areas for further work. The impact of these measures on achievement and standards

for adult learners, and all learners, is not clear at the time of this visit as all achievement data for 2005-06 has not yet been received.

The self assessment process

The self assessment process is well established; staff at all levels are involved. The 2004-05 self assessment report is succinct and includes information on key skills achievements for each curriculum area. Course reviews are now held every term to monitor the progress against development plans more closely and identify issues much earlier. The outcomes are moderated by a panel to ensure consistency and are presented to governors for further scrutiny. In the self assessment report for 2004-5 most curriculum grades are self critical in their evaluations, based on available evidence.

Employer engagement

The college has made considerable investment and has advanced plans in promoting training to employers. There are strong and productive links in many sectors, particularly in engineering, with an international employer.

14-16 vocational provision

The achievements of around 800 learners are in the process of being evaluated. There are some good individual examples of progression to college courses and the overall rate was 49% in 2004-05. Good links with schools exist, some college staff are teaching at local schools and in the 14-16 vocational centre.

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:

No