



Yeovil College

Better
education
and care

Re-inspection report

Audience Post-sixteen	Published TBC	Provider reference
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Introduction

Yeovil College was inspected in November 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in health and care WBL which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory Health and care WBL aspect was re-inspected on 17 & 18 October 2006. The outcomes of the re-inspection are as follows.

WBL area	Original grade	Re-inspection grade
Health and Care	4	2

Context

The department offers programmes in Early Years care and education and health and social care. There are 11 learners on work-based apprenticeship programmes in early years at level 2 and 11 at level 3. One learner remains on level 3 in care, which has been discontinued. Learners attend college for one day each week and spend four days in the workplace

Strengths

- high success rates in 2005/2006
- good development of practical workplace skills
- very good support for learners
- effective management action to ensure improvements

Areas for improvement

- insufficient attention paid to meeting the individual needs of learners in lessons

Achievement and standards

Achievement on work-based programmes has improved steadily. In 2005/06, level 2 apprenticeship programmes had an overall success rate of 75% and the success rate at level 3 was 88%. All learners achieved the application of number key skill and 93% achieved the communication key skill at either level 1 or level 2. Learners develop good practical skills with sound theoretical knowledge. They are well motivated and develop self-confidence well in the

workplace. They take appropriate responsibility and show initiative when dealing with children in their care. The standard of student written work is good. Portfolios contain a good range of diverse evidence and assignments demonstrate learners' understanding of childcare effectively.

Quality of provision

Teaching is satisfactory overall. Key skills are particularly well integrated into the main course. On-the-job training is well supported by the college and employers. Insufficient attention is paid to meeting the needs of individuals in lessons, including those who are more able.

Assessment is good and takes place regularly. Internal verification is sound. Support for learners is very good. Additional learning needs are diagnosed early and effective support is provided in college and work. Personal and academic support is good and highly valued by learners.

Resources for learning have improved and are satisfactory.

Employers are fully involved in training and have good links with the college but employers have few formal opportunities to contribute to curriculum developments.

Leadership and management

Leadership and management are good. Effective management action has ensured improvements in the provision. Changes have been made to the delivery of technical certificates and key skills. Staffing has been reorganised and improved resources have been acquired. Quality assurance measures are rigorously applied and there is a clear planning cycle to support development. However some targets have no time constraints. Communication is good and staff are well supported. Attention paid to equality of opportunity is satisfactory.