



Kendal College



ADULT LEARNING
INSPECTORATE

Better
education
and care

Inspection report

Audience
Post-sixteen

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130631

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Basic information about the college

Name of college:	Kendal College
Type of college:	General Further Education
Principal:	Graham Wilkinson
Address of college:	Milnthorpe Road Kendal Cumbria LA9 5AY
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Chair of governors:	Bill Broekhuizen
Unique reference number:	130631
Name of lead inspector:	Bryan Davies, ALI
Dates of inspection:	27 Nov – 1 Dec 2006

Background of the organisation

1. Kendal College is a small general further education college serving the post-16 education and training needs of the mainly rural communities of South Lakeland in Cumbria. It is the only general further education college within a 25-mile radius. The college mission is to 'enable students to achieve their full learning and skills potential'. South Lakeland has a population of approximately 104,000. The main employment sectors are distribution and retail, services industries and construction. In 2002, the unemployment rate for South Lakeland was 1%, which compares favourably with a national average of 4%. People from minority ethnic groups make up 1% of the population. Educational achievement by young people is high. In 2005, 64.4% of school leavers achieved five or more General Certificate of Secondary Education (GCSE) grades A*-C, compared with the national average of 56%.
2. The college has one main campus and two specialist centres for creative arts and construction, based in Kendal town centre. There is a small amount of community-based provision and a mobile learning centre for the teaching of information technology (IT) and basic skills courses. The college offers provision in all areas of learning including some franchise landbased provision. Externally-funded courses in construction are also offered. To meet the needs of its population, the college provides some distance learning and work-based learning in addition to its work in the community. The college is the lead partner for a 14-16 Increased Flexibility Programme (IFP) within South Lakeland. The college has successfully run, for 18 months, three cohorts of Young Apprentices in hospitality and creative and performing arts.
3. In Cumbria, progression into post-16 education is in line with national averages. Of the 13 secondary schools in South Lakeland, 10 have sixth forms and a small number now offer vocational qualifications. The college offers a wide range of programmes, both full-time and part-time, from entry level to higher education (HE). As an associate College of the University of Central Lancashire (UCLAN) the College also offers Foundation Degrees and Honours Degree programmes on a franchised basis.

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); 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; hospitality and catering, hairdressing and beauty therapy and arts, media and publishing.

Summary of grades awarded

Effectiveness of provision	Good: grade 2
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Capacity to improve	Outstanding: grade 1
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Achievements and standards	Good : grade 2
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Quality of provision	Good: grade 2
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Leadership and management	Good : grade 2
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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, care and public services	Outstanding: grade 1
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Hospitality and catering	Outstanding: grade 1
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Hairdressing and beauty therapy	Good: grade 2
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Arts, media and publishing	Good: grade 2
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Overall judgement

Effectiveness of provision

Good: grade 2

5. Achievements and standards are good. In 2004/05, success rates for all courses and long courses were 4 and 7 percentage points respectively above the national average, while retention and achievement rates overall are 2% above the national average. At all levels success rates of female learners are slightly above those of male learners. Achievement of key skills has improved considerably and is now good and exceeds national averages. Overall success rates of apprentices have increased steadily and in 2005/06 were significantly above the national average. In some areas framework success rates are outstanding. Progression to higher education is good as is progression between college courses. Most learners produce work of a good standard. Learners develop good work-related skills and are well motivated and enjoy their courses.
6. Teaching and learning are good but the proportion of outstanding lessons remains low. Lesson planning is good and many lessons provide a good range of interesting tasks and activities. The teaching of practical vocational skills is particularly good. In practical activities teachers' effective planning and class management ensure that students work productively at a good pace in a well disciplined environment. Learners aged 14-16 achieve particularly well in these lessons. The use of the virtual learning environment (VLE) is developing well in some areas. Key skills are relevant to the vocational areas. Students' progress is monitored effectively. Overall, assessment is good.
7. The college's approach to educational and social inclusion is good. The college responds well to learner, employer and community needs. There are good progression opportunities from introductory to advanced levels, but there are gaps in a few curriculum areas, particularly at level 1. The expansion of work-based apprenticeships and provision for 14-16 year old school pupils has enhanced choices for young people. Enrichment opportunities are good and work experience is an important part of full-time courses. Very productive partnership initiatives with schools and other colleges have facilitated a regional response to client's needs.
8. Learners receive outstanding guidance and support. Services are well managed and very effectively organised. Additional learning support, particularly for learners with autism and dyslexia, is excellent. Learners' progress is regularly monitored, carefully documented and the impact of support is continually assessed. In-class support is highly effective. The welfare and progress of learners is a high priority. The college has sound arrangements for the protection of young people and vulnerable adults.

9. Leadership and management are good. The principal provides outstanding leadership, and senior managers and governors set a clear strategic direction. Systems for monitoring performance and improving the quality of provision are very effective. The college information service provides accurate and accessible performance data. Leadership and management in curriculum areas are generally good. Effective strategies to reduce staff turnover have been introduced. Work-based learning is well managed. Accommodation overall is satisfactory, but some aspects are unsatisfactory. The college is very effective in promoting equality and diversity. Financial management is good and the college provides good value for money.

Capacity to improve

Outstanding: grade 1

10. The progress that the college has made in rectifying the weaknesses identified at the last inspection, the significant improvements in curriculum grades and the college's very clear plans for future developments, demonstrates that the college has outstanding capacity to improve. Inspirational leadership is supported by a strong management team and the governors have a good oversight of the college's performance and support senior managers well. Quality assurance processes are robust and the quality of provision is now good overall and outstanding in two significant curriculum areas. Staff at all levels are well qualified, highly motivated and committed to supporting learners and are determined to continue to raise the college's improvements in performance.
11. The self-assessment process is inclusive and effective. It links well with performance review for curriculum areas and support services. Self-assessment is fully integrated with the college's quality improvement system, and there is effective internal and external validation for the report. In most areas, the report is realistic, critical and very detailed, but it does not distinguish sufficiently between key strengths and weaknesses, and those which have a lesser impact on learners. Inspectors generally agreed with the grades in the self-assessment report. Action plans clearly identify priorities for improvement.

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

12. The college has made good efforts to address the issues raised at the last inspection, and key strengths have been maintained. Success rates have generally improved and most are above national averages. Systems for monitoring performance and improving the quality of provision are very effective. The college information service provides accurate and accessible performance data. The lesson observation system has improved the quality of teaching and learning. Access to enrichment activities for learners, has improved. There has been significant investment in information communication technology (ICT) and the CoVE in hospitality and catering. The college is in a stronger financial position and is close to agreeing funding for its accommodation strategy. Some existing accommodation is unsatisfactory.

Key strengths of the college

Strengths

- highly effective actions since the last inspection
- outstanding leadership and clear strategic direction
- good success rates
- good teaching and learning particularly of practical and vocational subjects
- outstanding learner support
- good progression for students
- effective collaboration and partnership working
- good response to the needs of employers, community and partners
- particularly successful 14-16 provision.

Areas for improvement

The college should address

- the variability in pass and retention rates in some areas
- the unsatisfactory accommodation in some areas
- the low proportion of outstanding teaching
- the range of provision at level 1.

Main findings

Achievements and standards

Good: grade 2

13. Achievements and standards are good. In 2004/05 success rates for all courses were 4% above the national average, while success rates on long courses were 7% above the national average. College data for 2006 indicates that some success rates have increased further.
14. Most success rates are at or above the national average, some are outstanding; for example, the success rate for learners aged 16-18 at level 1 is 91%. However, there is inconsistent performance and success rates have varied over the last three years. The success rates for learners aged 16-18 on level 3 courses increased from 56% in 2002/03 to 71% in 2004/05, but declined to 66% in 2005/06. The overall success rates for adult learners on long courses have been consistently above national averages since 2002/03 and in 2005 were 8% above the national average. However, the college's own data indicates that success rates for adults on level 1 and level 2 have declined in 2005/06. At level 2, adult success rates are now at the national average. Achievement rates for adults are above average. At all levels success rates of female learners are slightly above those of male learners. Achievement of key skills is now good.
15. Retention rates improved significantly in 2005 for all learners at all levels and were above national averages, but college data for 2005/06 indicates a fall in retention at level 1 for adult learners. Success rates on short courses are increasing.
16. Overall success rates for apprentices have increased and in 2005/06 framework success rates for apprentices were 66% and for advanced apprentices 65%; significantly above the national average. In some areas, framework success rates are outstanding.
17. Achievement of learners on 14-16 provision is good. Progression from 14-16 courses to full-time and part-time college courses is good. Progression to higher education is good as is progression between college courses.
18. Attendance is satisfactory but punctuality as recorded by the college is good. Most learners produce work of a good standard. Learners develop good work-related skills and are well motivated and enjoy their courses.

Quality of provision

Good: grade 2

19. Teaching and learning are good overall. The college's data for 2005/06 shows that 60% of observed lessons were judged good or better. More recent observation evidence, together with inspection evidence, shows that the proportion of good lessons has increased and there is very little unsatisfactory

teaching. In hospitality and catering there is much outstanding teaching. Lesson planning is good and many lessons provide a good range of interesting tasks and activities. Many teachers have high expectations. The teaching of practical vocational skills is a strength. Students learn and develop good skills in food preparation, health and social care and hairdressing and beauty therapy. In practical workshop activities, teachers' effective planning and class management ensures that students work productively at a good pace in a well disciplined environment. Learners aged 14-16 achieve particularly well in these lessons; in a motor vehicle lesson they competently removed and replaced engine components. Information and learning technology (ILT) is used well in lessons in some areas, such as health and social care. The use of the virtual learning environment is developing well in hospitality and catering, but progress is slow in many areas. In a small number of lessons in ICT, students working independently on assignments or tasks are not set time limits or monitored carefully enough. Key skills are taught by specialists attached to curriculum areas. Work is relevant to the vocational areas, and has helped to improve students' motivation and attendance.

20. All teachers are observed annually and the college encourages the sharing of good practice. The college makes good use of the information from lesson observations to identify strengths and areas for development. Staff development has been effective in reducing unsatisfactory teaching and increasing the proportion of good lessons, but the proportion of outstanding lessons overall remains low. The arrangements for supporting new teachers, including the induction course are not always effective for part-time teachers. Good use is made of intensive mentoring where it is needed, with some notable successes. Students' progress is monitored effectively. For full-time and many part-time students, progress reviews take place termly and parents are informed of student's progress. Initial assessment is thorough and ensures that learning support needs are identified and responded to early. Overall assessment is good. Many recent external verifier reports have identified actions needed to improve aspects of assessment. These are followed up by managers.
21. The college's response to meeting the needs and interests of learners is good. The college responds flexibly to employer and community needs. The external perception of the college has improved significantly since the last inspection. The college offers training in the college and on employers' premises; several programmes are available through distance learning. There are good progression opportunities from introductory to advanced levels. The college has been keen to preserve vulnerable provision and occasionally needs to combine lessons for learners studying at different levels. However, there are gaps in a few curriculum areas, including hairdressing and performing arts, which lack level 1 provision. The expansion of work-based apprenticeships and provision for learners aged 14-16 has enhanced choices for young people. Learners value the opportunity to study vocational options in college alongside their school curriculum. Very productive partnership initiatives with schools and colleges have facilitated a regional response to clients' needs. The college is a

key partner in a new training initiative for local employees through Train to Gain.

22. The college's approach to educational and social inclusion is good. The tutorial programme raises awareness of social issues and helps learners to make more positive contributions to their vocational studies and prospective careers. Well publicised enrichment activities include live media events, sporting and cookery competitions and overseas visits. Many learners also study additional qualifications to enhance their career choices. Work experience is an integral part of full-time courses.
23. Learners receive outstanding guidance and support. Services are well managed and very effectively organised. Prospective learners have several opportunities to visit the college and receive impartial guidance to ensure a smooth transition and induction into their studies. Learners make good use of the range of services available, including welfare, childcare, counselling and careers guidance. Prompt follow-up of individual learners' absence is effectively co-ordinated.
24. Additional learning support, particularly for learners with autism and dyslexia, is excellent. Most learners receiving support attend well and complete their studies. Sensitive and comprehensive initial assessment is timely and effective. Specialist support tutors also provide training to help teachers understand individual learners' needs. Learners' progress is regularly monitored, carefully documented and the impact of support is continually assessed. In-class support is highly effective in developing learners' confidence and skills. The welfare and progress of learners is a high priority. The college has sound arrangements for the protection of young people and vulnerable adults.
25. Tutorial lessons provide breadth to the learners' experience. The college gives a high priority to promoting health, safety and employability. Centrally designed materials support tutorial activities. College services reflect the good practice promoted through tutorials; for example, healthy eating in the college refectory. Full-time learners and apprentices have regular opportunities to plan and discuss their progress with teachers. The effectiveness of individual reviews varies. In most cases, they are useful and are valued by learners to improve their performance. Occasionally, written comments on plans are cursory and targets lack the challenge required to raise aspirations.

Leadership and management

Good: grade 2

26. Leadership and management are good. The principal provides outstanding leadership, and senior managers and governors set a clear, strategic direction. Since the last inspection, most college success rates have risen, and good progress has been made in addressing most weaknesses identified in the inspection report.

27. Governance is very good. The governing body meets frequently and has a good sub-committee structure. Meetings are generally well attended. Governors are well informed, and regularly monitor key performance indicators. They have a good range of skills and expertise, work well as a team and critically review their own performance.
28. Systems for monitoring performance and improving the quality of provision are very effective. The college information service provides accurate and accessible performance data. Close monitoring of learner progress and attendance by senior managers has produced positive outcomes, but is very demanding of their time.
29. Leadership and management in curriculum areas are generally good. Staff are highly motivated and there is a strong commitment to quality improvement. Support for individual learners is outstanding, learners' progress is closely monitored and in-class assistants are used effectively. There have been problems in recruiting and retaining staff in some curriculum areas. Effective strategies to reduce staff turnover have been introduced. Work-based learning is well managed.
30. Accommodation overall is satisfactory, but some aspects are unsatisfactory. Improvements have been made since the last inspection, but have been restricted by a lack of available funding. The college accommodation strategy clearly identifies where improvements are needed. There is still a lack of social and recreational facilities, and the accommodation used for construction courses is unsatisfactory. The arts building is well maintained, improvements have been made to social areas and to access, but some teaching rooms are unsuitable. Staff development is good. Provision of ICT equipment is very good. There has been a significant investment in ILT and VLE equipment.
31. Financial management is good. The college's financial health has improved from category C to category B. Good financial risk management processes are in place, and these are monitored by a sub-committee of the governing body. The successful restructuring of college management has resulted in cost savings. The college provides good value for money.
32. The college is very effective in promoting equality and diversity. It meets statutory requirements under the Race Relations (Amendment) Act 2000; the Special Needs Disability Act 2002 and the Children Act 2004. There are robust procedures for the protection of young people. Appropriate measures have been taken to improve physical access for learners and staff with restricted mobility. The college is well advanced in producing a Disability Equality Scheme as required under the new Disability Equality Duty. Managers and staff are thorough and rigorous in their approach to managing and monitoring health and safety.

Curriculum area inspections

Health, care and public services

Outstanding: grade 1

Context

33. Full-time courses in early years and care are offered at levels 1 to 3; NVQ programmes in care and early years at levels 2 to 4; these include the registered managers' award. Short courses include counselling, special needs and child protection. Some 21 learners aged 14-16, 117 learner's aged 16-18 and adults are on full-time courses, and 47 learners are on part-time courses. There are 40 learners on the early years NVQ level 2; 29 learners at level 3; 45 learners undertake NVQ level 2 and 3 care qualifications; 21 learners undertake level 4 qualifications in care.

STRENGTHS

- very high success rates on many programmes
- excellent skills development in the workplace
- very good teaching and learning
- extensive range of programmes to meet learners', employer and community needs
- strong employer engagement
- excellent support for learners
- outstanding curriculum leadership and management.

AREAS FOR IMPROVEMENT

- no significant areas for improvement.

Achievements and standards

34. Learners' achievements are good; success rates on many courses are outstanding. For example, full-time childcare courses levels 1 to 3 and NVQ courses level 2 and 3 in care and childcare. All courses are significantly above national averages. Attendance and punctuality is very good at 94%.
35. Learners demonstrate very good vocational and employability skills. Learners' work is of a high standard. Learners receive very good quality detailed feedback which enables them to improve their practice. They demonstrate very good transferable skills.

Quality of provision

36. Teaching and learning are very good. Lessons are very well planned with a wide range of innovative learning activities. Schemes of work are excellent and incorporate assessment activities. Learners are assessed where appropriate during the course. E-learning is integrated into the schemes of work. Teachers

use good learning materials and resources to support learners individually. Theory is relevant and underpins vocational skills. Teachers and workplace supervisors work together well and the development of learners' vocational skills in the workplace is excellent.

37. The provision the college offers in health and care is extremely good. Learners have the opportunity to progress from level 1 to level 4 and into higher education. Learners aged 14-16 are able to gain a nationally recognised qualification at level 1. There is flexibility within the courses for learners to attend part- or full-time or to follow work-based routes. Learners are offered additional specialist qualifications to widen their experience, for example in special needs and child protection.
38. Employer engagement is particularly strong. Employer forums are well attended. Placements are well managed and learners receive their first placement within two weeks of starting their programme. Placements and learners are monitored effectively and assessment in the workplace is meticulous.
39. Support for learners is outstanding. Initial advice and guidance is particularly thorough and comprehensive. Induction is well managed and comprehensive. Additional learning support is quickly identified at the start of a learners' course and effectively and efficiently put in place. Staff provide good role models. There are excellent opportunities for learners to access teacher support at all times. Learners with children are able to access childcare supported through the Learner Support Fund.

Leadership and management

40. Leadership and management are outstanding. There are excellent systems for formal and informal communication. There are extremely effective processes to continually update staff skills and share good practice. The highly committed, well motivated and integrated team are well deployed. There is a strong and shared commitment to raising standards. A dedicated professional practice co-ordinator manages the placement process well. Learner views are sought and acted upon. The self-assessment report is accurate with good action planning.

Hospitality and catering

Outstanding: grade 1

Context

41. The college offers a wide range of full- and part-time courses in hospitality and catering, from GCSE in catering to NVQ level 3, including certificate courses for the licensed trade and for event stewarding. At the time of inspection there were a total of 289 learners enrolled. Of these learners 72 are work-based learners undertaking apprenticeships.

STRENGTHS

- good success rates on most courses
- exceptional development of skills and knowledge
- outstanding teaching and learning
- excellent relationships with external partners to meet local needs
- good curriculum management.

AREAS FOR IMPROVEMENT

- insufficient work-based assessment for some work-based learners.

Achievements and standards

42. Achievement is good on food preparation and cooking NVQs at levels 2 and 3. Food service NVQ level 2 has high retention but achievement is marginally below national average for 2004/05. College data for 2005/06 shows a decline in achievement on the part-time food preparation and cooking level 2 course, but the success rate is above national average. The college has identified the reasons for the decline and has taken appropriate action. The success rate for learners on the food service level 2 course for 2005/06 improved significantly and is well above national average. There have been significant improvements in success rates on the apprenticeship programme. Progression from the 14-16 schools programme onto full-time courses was 66%. There are good progression opportunities for learners.
43. Learners' development of skills and knowledge is exceptional and significantly above their qualification aims. Good planning enables learners to develop skills very effectively in the workplace.

Quality of provision

44. Teaching and learning are outstanding. The lessons have good pace and are planned appropriately. Learners are encouraged to think for themselves and problem solve. Practical sessions are inspirational and learning in some lessons is fun. Health and safety, food hygiene and nutrition are emphasised and are thoroughly reinforced. Tutorials are effectively planned and delivered, and

mapped to the every child matters outcomes. Within the college restaurant, food service delivery is planned effectively to inspire learners' appreciation of the importance of serving food well to complement their food preparation and cooking skills. Less confident and reluctant food service learners are supported sensitively to enable them to perform tasks to a very high standard. Learners are well supported. Arrangements for advice, guidance and support comply with college guidelines and are good.

45. There are excellent relationships with external partners including the tourist board and local employers which benefit learners. The range of provision is good and meets the needs of learners of all ages and employers. An effective apprenticeship programme has been developed in partnership with the tourism industry. The enrichment programme is extensive and well attended. There are strong relationships with local schools and an excellent programme for learners aged 14-16. The college has recently employed a schools-based chef to deliver school programmes.
46. Some apprentices undertake assessments in the college training kitchen and opportunities to assess their skills in the workplace are missed. For these learners progress is slow.

Leadership and management

47. Leadership and management for this curriculum area are good. Roles and responsibilities are clear and team work is excellent. There is good tracking of individual learner progress. College CoVE resources are well managed to ensure that learners receive the best possible learning experience in the well equipped hospitality suite. Staff are well qualified and have recent experience within the hospitality sector. There is good attention to health and safety. The self-assessment report is accurate and the process has been effective in bringing about improvement.

Hairdressing and beauty therapy

Good: grade 2

Context

48. The college offers full- and part-time courses in hairdressing, beauty therapy, nail treatments and holistic therapies. There are 101 full-time and 131 part-time learners. There are 105 learners aged 16-18 and 134 adult learners. The hairdressing and beauty therapy department also attracts some 130 learners aged 14-16 from partner schools enabling them to participate in the salon services level 1 and NVQ1 programme. There are 60 students on hairdressing apprenticeships.

STRENGTHS

- high pass rates on beauty therapy courses
- good teaching and learning
- very good learner support
- effective management to bring about improvement.

AREAS FOR IMPROVEMENT

- low retention on level 2 hairdressing course
- narrow range of provision in hairdressing.

Achievements and standards

49. Achievements and standards are good and on some courses outstanding. In 2005/06, there was a 100% pass rate on full-time beauty therapy and holistic therapies level 3 and part-time Indian head massage courses. The pass rate for full-time beauty therapy at level 2 was 94%. Success rates for hairdressing apprenticeships have increased significantly to 88% in 2005/06. Retention on full-time hairdressing level 2 courses has been low for the past three years. Only 45% of learners on the two year part-time level 2 hairdressing course, which commenced in 2005, are still on programme. Part-time learners undertaking a level 3 course and apprentices demonstrate very good practical skills. They produce current fashion trends with advanced colouring and cutting techniques. Learners demonstrate a high standard of hygiene practices and reflect good industry standards in personal presentation and behaviour. Attendance and punctuality has improved and is now satisfactory.

Quality of provision

50. Teaching and learning are good. Most lessons are well planned and effectively managed. Teachers are enthusiastic; most have current industry experience which is reflected in the demonstration of high fashion trends. Learners are motivated and enjoy lessons. Topics on social and life issues during tutorials motivate learners to contribute to lively discussions. Teachers effectively challenge learners' understanding. Learning materials are satisfactory. Learners

receive constructive feedback in practical lessons. However, feedback on assignments and review comments for work-based learning sometimes lack detail.

51. The range of courses is satisfactory but the range of hairdressing programmes for post-16 learners is limited and does not meet learners' needs. Learners have the opportunity to engage in beauty therapy short courses in addition to their main programme of study. Most learners are encouraged to attend workplacements utilising local hotels and health spas. The provision for key skills is improving and is now satisfactory.
52. Students receive very good pastoral and curriculum support including advice and guidance. There is good tracking of learner progress. All full-time and work-based learners undertake screening for basic skills, those who require additional learning support, receive it at the start of their course. Support is evaluated and rigorously monitored.

Leadership and management

53. Leadership and management are good; the effective management of change has had a positive impact on learners' experience. Staff work well as a team and have a strong sense of purpose. The recruitment of new staff has raised the standard of teaching and learning. Training and staff development are encouraged. Formal meetings take place monthly and are recorded effectively. Eight week performance reviews take place with managers to set realistic and measurable targets that are well used to evaluate course performance. Facilities are adequate; however, learners providing make-up treatments have insufficient lighting.

Arts, media and publishing

Good: grade 2

Context

54. The college offers mostly full-time courses in art and design, music, performing arts, and media at levels 2 and 3. There are 199 learners enrolled on courses, the majority of whom are aged 16-18. Art and design courses include the diploma in foundation studies and the first and national diplomas in art and design. Music courses consist of a first diploma and national diploma in music practice. Performing arts provision includes both first and national diplomas (performance and production) and in media, national diplomas in multi-media and media publishing are offered. Forty learners are undertaking part-time courses in photography, computer music and music technology.

STRENGTHS

- high success rates on full-time courses
- much very good teaching on full-time courses
- good enrichment activities
- particularly good support for learners.

AREAS FOR IMPROVEMENT

- low and declining success rates on part-time adult courses
- some cramped accommodation in music and performing arts.

Achievements and standards

55. Achievements are good. Success rates on full-time courses are high but declined in 2005/6. On some part-time courses for adults, success rates are low and in two cases show a steep decline. Overall, standards of work are satisfactory. Standards of research and annotation in second year national diploma learners' sketchbooks are appropriate for the stage of course, and performing arts learners display satisfactory acting and movement skills. Learners in performing arts successfully undertake work experience at the nearby theatre, often joining professional stage management teams in supporting touring companies and concerts. Learners enjoy their lessons, including key skills, and attendance and punctuality are good.

Quality of provision

56. Teaching and learning are good. Much teaching and learning on full-time courses is very good. Lessons are well planned and include an appropriate range of activities. There is a clear statement on individual learner needs and good integration of key skills. In the most successful lessons, learners are challenged and stimulated by the tasks presented. Art and design learners are encouraged to work on surface patterns using unfamiliar media. In a music

performance techniques lesson, a performance atmosphere was successfully created to inspire learners to perform to their best ability. Less successful lessons feature one dimensional teaching and insufficient checks on understanding and progress. Assessment procedures are good. Assignments are well constructed; feedback is suitably detailed and clearly shows learners how to improve their grades.

57. The range of provision is satisfactory and many learners progress onto higher level courses both within the college and on to higher education. Attempts to offer level 1 courses have repeatedly failed.
58. Enrichment activities are good and enhance learners' understanding of professional practice as well as allowing them the opportunity to gain additional qualifications. Regular visits to galleries, theatres and shows and visiting speakers are an important feature in schemes of work.
59. Support for learners is particularly good. Learners are valued as individuals. Pre-course advice and guidance includes initial assessment. Additional support is rapidly implemented where needed by in-class assistants who have subject expertise to enhance learning. Performing arts learners are often given individual learning outcomes for particular sessions.

Leadership and management

60. Leadership and management are satisfactory. The quality cycle is understood and readily implemented by full-time staff. Health and safety is given high priority with risk assessments included in each lesson. Accommodation, a weakness identified at the last inspection, remains unsuitable for some music and performing arts classes, where cramped conditions inhibit the full participation of all learners. This weakness was identified at the last inspection and the college has plans to increase specialist accommodation in this area.

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	105	62	56	6	175	63	55	8
	03/04	153	55	60	-5	220	65	59	6
	04/05	222	75	64	11	365	63	62	1
GNVQs and precursors	02/03	8		60	-60				
	03/04								
	04/05								
NVQs	02/03	5	0	56	-56	12	8	56	-48
	03/04	9	56	61	-5	6	17	62	-45
	04/05	15	100	67	33				
Other	02/03	92	71	56	15	163	67	55	12
	03/04	144	55	60	-5	214	66	59	7
	04/05	207	73	64	9	365	63	61	2

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	343	63	52	11	327	60	49	11
	03/04	436	59	56	3	598	66	54	12
	04/05	421	63	61	2	344	76	60	16
GCSEs	02/03	48	69	57	12	59	71	55	16
	03/04	27	74	61	13	92	89	59	30
	04/05	32	38	64	-26	57	72	62	10
GNVQs and precursors	02/03	31	71	59	12	4	50	53	-3
	03/04	28	57	63	-6				
	04/05	11	91	67	24				
NVQs	02/03	90	49	42	7	98	61	48	13
	03/04	118	55	52	3	128	65	54	11
	04/05	131	60	57	3	102	82	60	22
Other	02/03	174	67	51	16	166	55	48	7
	03/04	263	60	54	6	377	61	53	8
	04/05	247	66	60	6	184	73	59	14

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	203	56	62	-6	497	61	51	10
	03/04	215	61	64	-3	414	69	54	15
	04/05	196	71	68	3	410	72	57	15
GNVQs and precursors	02/03	95	61	50	11	22	55	45	10
	03/04	38	37	53	-16	6	33	44	-11
	04/05	13	69	60	9	5	60	57	3
NVOs	02/03	23	70	50	20	187	57	44	13
	03/04	34	68	54	14	179	70	47	23
	04/05	33	82	62	20	137	79	54	25
Other	02/03	85	46	56	-10	288	65	53	12
	03/04	143	65	56	9	229	69	56	13
	04/05	150	69	60	9	268	69	58	11

** the college does not offer A levels.

Table 4

Success rates on work-based learning programmes managed by the college 2003 to 2005.

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	25	32	32	56	47
	Advanced	6	33	31	67	48
2004/05	Apprenticeship	70	49	38	67	50
	Advanced	17	47	34	53	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	25	14	16	18	24
	Advanced	6	18	19	36	30
2004/05	Apprenticeship	70	26	22	40	29
	Advanced	17	23	21	38	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'