



Ealing, Hammersmith & West London College



ADULT LEARNING
INSPECTORATE

Better
education
and care

Inspection report

Audience
Post-sixteen

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Contents

Basic information about the college	3
Background of the organisation	4
Scope of the inspection	4
<hr/>	
Summary of grades awarded	6
Curriculum areas	7
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Overall judgement	8
Main findings	10
Curriculum area inspections	14

Basic information about the college

Name of college: Ealing, Hammersmith and West London College

Type of college: General Further Education

Principal: Kevin Finnigan

Address of college: Gliddon Road, Barons Court, London, W14 9BL

Telephone number: 0208741 1688

Fax number: 0208741 2491

Chair of governors: Iain MacKinnon

Unique reference number: 130408

Name of lead inspector: Noelle Buick, ALI

Dates of inspection: 13-17 November 2006

Background of the organisation

1. Ealing, Hammersmith and West London College is a large general further education (GFE) college based in the London boroughs of Hammersmith and Fulham, and Ealing. The College was formed on 1 January 2002, from a merger of the former Hammersmith and Ealing Tertiary colleges. It is now one of the largest GFE colleges in London and operates on four sites: Ealing, Hammersmith, Acton and Southall.
2. The area is one of high contrasts. Some parts of London West are areas of high prosperity but alongside are large pockets of high social deprivation. Unemployment in London West was 2.9% in June 2005 which is just above the average for England of 2.3%. London West has the highest proportion of residents from minority ethnic groups in England, at nearly 50%. In 2005/06, the college enrolled 15,355 learners funded by the Learning and Skills Council (LSC) of whom 74% were aged 19 years or over. Of the 5,428 full-time learners, 60% were aged 16-18 years. In 2005/06, over 77% of the college's learners were from disadvantaged backgrounds and over 75% were from non-white British heritage.
3. The college offers courses in all 15 subject sector areas. Approaching 66% of all learner enrolments are at level 2 or below. The college is the largest provider of English for Speakers of Other Languages (ESOL) in the United Kingdom. The College has two Centres of Vocational Excellence (CoVEs) in media and construction building crafts. It has a small work-based learning contract for construction and also delivers work-based learning as a subcontractor. There were 583 learners aged 14-16 years in 2005/06.
4. The college's mission is 'to provide high quality education and training and to promote participation in life long learning'.

Scope of the inspection

5. 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, care and early years; science and mathematics; construction, planning and the built environment;

information and communication technology; performing arts and media;
and English for speakers of other languages (ESOL).

Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Outstanding: grade 1
Achievements and standards	Good: grade 2
Quality of provision	Good: grade 2
Leadership and management	Outstanding: grade 1

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 early years	Good: grade 2
Science and mathematics	Outstanding: grade 1
Construction, planning and the built environment	Satisfactory: grade 3
Information and communication technology	Good: grade 2
Performing arts and media	Good: grade 2
English for speakers of other languages (ESOL)	Outstanding: grade 1

Overall judgement

Effectiveness of provision

Good: grade 2

6. This is a good college with outstanding capacity to improve. Success rates have continuously improved since the last inspection and are significantly above national averages on long courses. Success rates on short courses are broadly satisfactory. Pass rates are mainly high and retention rates are high for most 16-18 year olds but are broadly at the national average for adults. Attendance is satisfactory.
7. Teaching and learning are good and have improved since the previous inspection. Most lessons are well-planned and information learning technology (ILT) is used innovatively. Teaching of practical skills is generally very good, but theory teaching is sometimes less effective. Unsatisfactory teaching in some curriculum areas is acknowledged by the college and comprehensive action plans are in place to improve it. The identification and provision for additional learning support is good.
8. Social and educational inclusion is outstanding. Two thirds of enrolments are at level 2 or below and a third of learners are on ESOL courses. Work with disadvantaged learners is particularly good at all the college sites, with employers, and in the community. The extent to which the college meets the needs and interests of learners is outstanding. The curriculum range offered is well planned and thoroughly reviewed.
9. Guidance and support for learners are good. Advice and guidance are used well to support disadvantaged learners to gain jobs and improve their career prospects. Support services are coordinated effectively and widely promoted. Tutorials for full-time learners are well planned. Part-time learners have a less structured tutorial system but good access to on-line support and group workshops.
10. Leadership and management are outstanding. A strong leadership team, rigorous quality systems, good governance, innovative use of ICT and refurbished accommodation have all contributed to a steady rise in success rates. Management is good at all levels. Equality of opportunity is actively promoted and the college meets its statutory requirements. Links with schools and employers are highly productive. Financial management is excellent and the college provides outstanding value for money.

Capacity to improve

Outstanding: grade 1

11. Inspectors agree with the college that its capacity to improve is outstanding. Its excellent leadership and management and outstanding quality assurance processes are driving forward improvements in provision.

12. The self-assessment process is outstanding and the report accurately identifies the college's strengths and areas for improvement. The process is comprehensive and inclusive. Self-assessment is carried out at many levels in the college and moderated thoroughly before grades are agreed. The report is completed on-line and both the process and outcome are very transparent. All self-assessment reports are accessible to all staff on the excellent college intranet.

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

13. Improvements made since the last inspection are good. The college has maintained all the strengths identified in the last inspection and has made very good progress in addressing the areas for development. For example, no curriculum areas are unsatisfactory, the standard of accommodation has improved considerably and quality assurance is now highly effective. Success rates overall have improved to above national averages. However, there are still low retention and pass rates on some courses and too few work placement opportunities for learners.

Key strengths of the college

Strengths

- high and much improved success rates at all levels and ages
- wide range of courses providing good opportunities for progression
- good provision for 14-16 year olds
- highly effective use of ILT in many areas
- outstanding education and social inclusion
- good guidance and support for learners
- outstanding work with partners and employers
- rigorous self-assessment processes
- high quality accommodation and resources in many areas
- outstanding strategic and operational management
- excellent financial management
- outstanding use of management information.

Areas for improvement

The college should address:

- pass rates on some courses including key skills
- retention rates on some courses
- inconsistencies in the quality of individual learning plans.
- inadequate teaching in a few areas
- work experience opportunities
- support for part-time learners.

Main findings

Achievements and standards

Good: grade 2

14. Achievements and standards are good. Success rates have continuously improved since the last inspection and are significantly above the national average on long courses, for both ages and at all levels. Long courses represent 80% of the college's provision. At level 1, success rates are particularly high for both ages at 73% which is 11% and 12% respectively above the national average. Success rates are high in business administration and law, which was not inspected, but has a significant number of learners.
15. On short courses, success rates are high for 16-18 year olds. On short courses for adults, very short courses and in work-based learning, which is only offered in construction, success rates are satisfactory.
16. On GCE A/A2 level courses, success rates are high and are above the national average for sixth form widening participation colleges, at 92% for 16-18 year olds. They are also high for adults at 81%. For GCE AS levels, which are the larger number of learners, success rates are satisfactory. GCSE results at A*- C grades are satisfactory and are better for mathematics than English. Success rates for most other qualification types are good.
17. Pass rates are mainly high and improving at all levels. Retention rates are above national averages for 16-18 year olds and broadly at them for adults, except on very short courses for both ages which are below. Retention rates are high for adults at level 3 but are low for adults in engineering and for 16-18 year olds in retail and commercial enterprise which were not inspected.
18. Both male and female success rates are high but female achievement is better. Success rates for learners from minority ethnic groups are high apart from a small group of Chinese learners.
19. Success rates across the four college sites differ, although most sites show an improvement over the last three years. In 2005/06, success rates for 16-18 year olds at Ealing and Southall are 78% compared to 68% at Acton. For adults, success rates are improving at all sites except Southall, where they are 71% compared to 83% at Ealing and 75% at the other two sites.
20. Success rates for 14-16 year old learners are good. Success rates for key skills, although improving, remain low. Value added is good for GCE A/A2 levels but is satisfactory for advanced level vocational courses and is low for GCE AS levels.
21. The standard of learners' written work and the development of practical skills are good. Overall attendance is satisfactory. Health and safety arrangements are clear. The quality of achievements and standards are accurately identified in

the self-assessment report and there are appropriate action plans for improvement where necessary.

Quality of provision

Good: grade 2

22. Teaching and learning are good and have improved since the previous inspection. The majority of lessons observed by inspectors were good or better and many of the strengths and areas for improvement were accurately identified in the college's self-assessment report. The best teaching was observed in science and mathematics and ESOL. Unsatisfactory teaching in some curriculum areas is acknowledged by the college and comprehensive action plans are in place to bring about improvements.
23. Most lessons are well planned and taught by enthusiastic and knowledgeable teachers. ILT is used innovatively to promote learning and enliven teaching. High quality learning resources on the intranet are used extensively by many learners for independent work. However, these resources are not yet in place for all curriculum areas.
24. The diverse background of the college's learners is celebrated and used as a resource in teaching and learning. Teaching of practical skills is very good, but theory teaching is sometimes less effective. Less effective lessons fail to apply topics to the real world of work and group work is sometimes not properly planned. Exemplary accommodation and resources support teaching and learning in many curriculum areas.
25. The college is tackling the high literacy, numeracy and language needs of many of its learners through its ambitious essential skills strategy. Course teams are reviewing their teaching and learning to enable the integration of essential skills into lessons. The embedding of essential skills into all curriculum areas is not yet fully achieved and key skills success rates remain poor. However, the vigorous efforts of teaching and specialist essential skills staff are reflected in the improving provision and success rates.
26. The assessment of learners' work is good. Homework is set regularly and marked thoroughly. Learners identified as being at risk of falling below their targets are given individual or small group support. The progress of learners is monitored regularly. Work-based learners in construction receive regular visits to their work place and there are effective monitoring and assessment opportunities. Internal verification is thorough.
27. The identification and provision for additional learning support are good. Additional learning needs are identified early through a new diagnostic procedure, although teaching staff have yet to make best use of these assessment results when planning lessons. Managers at each college site effectively coordinate support including that required for literacy, numeracy, language, dyslexia and for learners with learning difficulties and/or disabilities.

Learners benefit from additional learning support and those receiving it achieve well.

28. The extent to which the college meets the needs and interests of learners is outstanding. Programmes are delivered from pre-entry to level 3 and in some cases to level 4 across its four sites and in the community. The college is a significant partner in several regeneration projects and has a successful Prince's Trust programme.
29. Employer engagement is outstanding. The college is highly valued by employers, and its community and voluntary partners. It responds well to meeting local and national priorities. Two CoVEs have been successfully developed in media and construction and the college has recently gained a major contract for Train to Gain.
30. Progression is good. Last year, over half of all learners progressed to higher level courses and two thirds of those on level 3 courses progressed to higher education. Over half of the learners aged 14-16 years progressed to full-time courses.
31. Social and educational inclusion is outstanding. The number of learners on levels 1 and 2 courses has increased. There is large discrete provision for learners with learning difficulties and/or disabilities, including a specialist centre to support those with Asperger's Syndrome. Vocational courses include a significant amount of language and literacy skills. The enrichment programme effectively promotes diversity and the themes of Every Child Matters. The number of work-based learners is low and is limited to construction. Work experience is not available for all learners.
32. Guidance and support are good. Initial advice and guidance enable learners to make well informed choices about their study. Induction is comprehensive. Support services are widely promoted across the four college sites and in community centres. Tutorials are well planned with a coordinated programme of themed activities and events. Part-time learners have a less structured tutorial system but have access to on-line support and group workshops. Student support officers are used effectively to support learners at risk and follow up on low attendance.
33. Disadvantaged learners who receive supportive funding have high retention rates. The college has a 30 place nursery at the main site and offers funding for childcare at other sites.

Leadership and management

Outstanding: grade 1

34. Leadership and management are outstanding. Since the merger and last inspection, strong leadership has led to year-on-year improvements in success rates overall and significant investment in accommodation, resources and staff development, whilst maintaining a healthy financial position. The recently

appointed principal has inherited, and built upon, well established, robust systems to monitor and improve the quality of provision. Management is good at all levels. A strong senior management team and well informed governors play a key role in determining the strategic direction of the college. Underpinning all leadership and management activities is a clear drive to continue to raise standards.

35. Governors are both supportive and challenging and they use their expertise and experience to good effect. They are proactive in ensuring that the college remains a key participant in local partnerships, particularly in relation to developments for 14-19 year olds, and that the college develops still further its excellent links with employers. Governors have high expectations of what learners should be achieving, as well as a real commitment to valuing their diversity.
36. The active promotion of equality of opportunity is a strong feature of the college. The college meets its statutory requirements in relation to the Special Educational Needs and Disability Act and the Race Relations (Amendment) Act. Appropriate systems are in place to safeguard young and vulnerable learners.
37. The self-assessment process is rigorous and accurate. On-line access to self-assessment reports encourages staff to share good practice and facilitates regular monitoring of action plans. While quality systems have made a significant contribution to driving up standards, provision is not yet consistently good across all curriculum areas. The self-assessment report acknowledges pockets of less than satisfactory pass and retention rates and there remains some unsatisfactory teaching.
38. The college's use of data is outstanding and staff benefit from an excellent management information system. Students make extensive and effective use of the available facilities, such as the newly revised student portal. Overall, resources are good and, at the refurbished sites, many are outstanding. Staff are well qualified and they value the wide range of professional development opportunities available to them.
39. Financial management is excellent, as is value for money. This is due, in part, to a strategy to secure a range of funding sources. With devolved budgets, curriculum managers balance very effectively quality, local needs and financial viability.

Curriculum area inspections

Health, care and early years

Good: grade: 2

Context

40. There are 241 full-time learners aged 16-18 years and 270 adults on health, care and early years courses ranging from entry level to level 3. Provision also includes the access to higher education in social work or nursing and holistic therapies. A high proportion of learners, 77%, are from minority ethnic backgrounds. Lessons are provided on several sites, including community venues.

STRENGTHS

- high success rates for adult learners
- good internal progression
- very effective lesson planning to promote essential skills development
- successful strategies to improve provision for adult learners.

AREAS FOR IMPROVEMENT

- low success rates on national diploma in early years
- insufficient challenge in a minority of lessons.

Achievements and standards

41. Achievements and standards are good, particularly for adults. At NVQ level 2, success rates were 100% for the last two years and at level 3 are over 90%. The diploma in anatomy and physiology and the certificate in massage are at least 5% above national averages. Success rates on the access to social work improved to 81% in 2005/06. For learners aged 16-18 years, retention is high although some pass rates are low. Success rates on the national diploma in early years are low, declining to 18% in 2005/06. Key skills success rates are satisfactory.
42. Progression is good between course levels. In 2005/06, 88% of learners progressed from level 2 to level 3 and 42% from entry level to level 1. Learners work effectively and collaboratively in lessons. They are developing sound independent research skills. Written work is satisfactory and learners' use of IT is increasing.

Quality of provision

43. Most teaching and learning is good. Lessons are well planned, especially to promote language, literacy and numeracy skills. An effective initial assessment process provides detailed group profiles which are successfully used as the

basis for developing learners' essential skills. A strong emphasis is placed on developing vocabulary and reading techniques as many learners have English as a second language. Additional learning support, both for individuals and that provided in lessons, is effective.

44. In a minority of lessons, there is insufficient challenge. Teachers do not use questioning techniques effectively to challenge the most able, check learning or to enhance learners' conceptual development. Assessment of learners' progress is satisfactory. NVQ learners benefit from regular assistance with their assignments from staff from the early years partnership. Staff are appropriately qualified and have frequent occupational updating. Students value the innovative intranet portal which promotes independent learning. It contains course materials, useful hyperlinks and language support.
45. The range of provision is satisfactory. In the holistic therapies, learners often acquire a portfolio of qualifications, diversifying opportunities for employment and self-employment. Care is taken in matching learners to work placements in early years. Support for learners overall is satisfactory with some good aspects. Learners' knowledge of equality and diversity matters, professional ethics and the Every Child Matters themes is actively developed, especially through tutorials.

Leadership and management

46. Leadership and management are good and there are significant improvements to provision this year. Strategies to improve provision for adult learners have been particularly effective. These include better initial assessment, learning and language support and a new tutorial programme. The self-assessment process is thorough and there is accurate identification of weaknesses with detailed actions to address them. Resources are deployed efficiently. The promotion of equality and diversity is good.

Science and mathematics

Outstanding: grade 1

Context

47. A broad range of full-time and part-time courses in science and mathematics is offered across three sites, Hammersmith, Ealing and Southall. Courses include a range of GCSEs and GCE AS and A2 levels, the BTEC introductory award and the first and national diplomas in science and an access to higher education course in science. There are 1,500 learners of whom 75% are 16-18 year olds.

STRENGTHS

- high success rates on most courses
- above average percentage of higher grades on most courses
- good progression rates at all levels
- much very good teaching
- well equipped modern laboratories.
- good individual support for learners
- outstanding curriculum management.

AREAS FOR IMPROVEMENT

- low key skills success rates.

Achievements and standards

48. Success rates are outstanding. On GCE A2 subjects, they are very high in mathematics, physics and chemistry at over 90%. On GCE AS levels, success rates are mostly above the national average with biology and mathematics particularly high. The percentage of learners attaining high grades is very high at level 2, particularly for 16-18 year olds, and is well above the national average at level 3. Value added is good on GCE A2 level over the last three years but is lower on GCE AS levels. Pass rates are also high on GCSEs and vocational science courses at levels 1 and 2.
49. Pass rates on key skills are low overall although they have improved, particularly at level 1. Significant efforts are being made to integrate key skills into schemes of work and assignments. Progression on to higher level courses and on to higher education is excellent. In 2005/06, 65% of learners went on to higher education. Learners develop good practical skills. Written work is of a good standard with competent use of IT skills. Attendance and punctuality are good.

Quality of provision

50. Teaching and learning are outstanding. Teachers organise challenging practical sessions in science and exercises in mathematics for learners to experiment and gain knowledge, often through discovering answers for themselves. The more

able learners are challenged by being required to fully explain and justify their answers. In a minority of lessons, the group work activities are ineffective.

51. Assessment is good. Learners undergo regular formal and informal tests on a range of topics to check their understanding and receive detailed feedback on how to improve. ILT is often used effectively to enhance learning. Teaching rooms and laboratories at the Ealing and Southall sites are outstanding. All rooms are of high quality and are equipped with overhead data projectors and a networked computer. The microscopes at the Hammersmith site are old and unsuitable.
52. The range of vocational and academic courses is outstanding, with good progression. It includes, unusually, GCE AS level science for public understanding. Careers advice and support are also outstanding. Individual support for learners through the tutorial programme and additional work shops is outstanding. There is much encouragement for learners to aim higher than their predicted grade. Many learners benefit from the extra support provided by the Aim Higher programme.

Leadership and management

53. Leadership and management are outstanding. There is a culture of continuous improvement and actions to address the areas for improvement identified at the last inspection have been successful. Much emphasis has been placed on improving teaching and learning which are now of a high standard. Quality improvement procedures are effective and the strengths and weaknesses identified in the self-assessment report are accurate.

Construction, planning and the built environment Satisfactory: grade 3

Context

54. The college offers a range of construction craft and building services courses. Of the 780 learners, 216 are full-time, 564 part-time, 77% adults and 23% are aged 16-18 years. There are 115 learners on workforce development programmes and 66 work-based learners. The college is a subcontractor for the CITB (Construction Industry Training Board) to deliver training for 75 learners in construction craft.

STRENGTHS

- high success rates in workforce development
- good development of learners' practical skills
- outstanding employer links through the CoVE in building crafts
- good resources to support learning.

AREAS FOR IMPROVEMENT

- low retention rates
- unsatisfactory teaching in theory lessons.

Achievements and standards

55. Overall success rates are satisfactory and improving on most programmes. They are better for 16-18 year olds overall than for adults. An exception is the college's workforce development provision for adults, On Site Assessment and Training (OSAT), with success rates of 92%. Success rates are also high on the NVQs in interior systems and construction site supervision but they are low on the intermediate construction award with large numbers of learners. Retention rates are low and for adults are 8% below the national average. Success rates for work-based learners have improved significantly and are satisfactory with 50% achievement of frameworks.
56. Learners develop good practical skills that prepare them for working and living in the community. Close attention is given to ensuring learners develop good time keeping and customer service skills to help them in the world of work.

Quality of provision

57. Most teaching and learning is satisfactory. In most lessons, teaching is challenging and a variety of strategies are used to promote learning. Lessons are mainly well planned and are structured to stimulate productive learning. Practical sessions are well managed. Learners clearly understand the tasks set and perform them to high industrial standards. In the OSAT provision, college staff provide high quality training and assessment on employers' premises.

58. Some theory lessons are unsatisfactory. In these lessons, there was little variety in teaching style, too much participation by the teacher and too few activities to engage learners. Initial assessment is effective and is used well to inform the planning of learning and identify additional learning support needs.
59. Resources to support learning are good. Classrooms are well equipped with learning resources including ILT which is effectively used by teachers. Workshops are very well resourced, spacious and provide a safe and effective working environment.
60. The range of programmes and links with schools are good. Links with employers are outstanding. Many employers engage with the college through its CoVE in building crafts and the active employer forum. Their expertise is used well to enhance and broaden the curriculum. In addition, the college has effective links with other providers, agencies, and employers to ensure it meets the needs of local industry and the community.
61. Support for learners is satisfactory. A student support officer has been appointed to support learners at risk of leaving but it is too early to judge the success of this. Specialist staff training to support the 14-16 year olds has been effective.

Leadership and management

62. Leadership and management are satisfactory overall and management of the OSAT programme is good. Resources are well managed and maintained. There is a strong focus on health and safety in the workshops. The effectiveness of teaching and learning is closely monitored and evaluated to bring about improvements. The self-assessment process is accurate and involves all staff.

Information and communication technology

Good: grade 2

Context

63. The college has full- and part-time courses, from foundation to advanced and higher levels for practitioners and users. Full-time courses include foundation, first and national diplomas and GCE AS and A2 levels. Part-time courses include the European computer driving licence (ECDL), computer literacy and information technology (CLAIT) and web page design. There are 1,387 learners of whom 712 are full-time. Of these, 84% are aged 16-18 years and 25 learners are aged 14-16 years. Almost 86% of learners are from minority ethnic groups.

STRENGTHS

- high and improving success rates
- good teaching and learning
- very wide range of programmes
- good curriculum management.

AREAS FOR IMPROVEMENT

- inadequate work placement opportunities
- cramped and noisy accommodation at one centre.

Achievements and standards

64. Achievements and standards are good overall and improving. They are particularly high on the GNVQ foundation in ICT, New CLAIT, first and national diplomas for IT users and the GCSE in ICT. They are high on GCE A2 level ICT but are low on GCE AS level computing. Success rates are low for adults on short courses. Action has been taken and most of these courses, run in local libraries, are no longer offered. Progression is good with 62% of 16-18 year olds at level 3 progressing on to level 4.
65. Learners' IT skills are well developed and the standard of work is good. Positive action has reduced the number of assignments submitted late and improved the standard of work.

Quality of provision

66. Teaching and learning are good. Lesson planning is good. Many lessons are a sound mixture of a short, teacher led demonstration or explanation followed by well managed learning activities. The promotion of equality of opportunity is excellent. Learners studying programming write user interfaces in their native language. Assessment and the quality of feedback on assignments are mostly good.

67. Most classrooms are well equipped. Specialist networking facilities are very good. Learners use a dedicated network laboratory with modern industry standard computers equipped with removable hard drives for individual work. Teaching accommodation at the Acton site is cramped and noisy. Computers are too close together and there are no central tables for group work. Some room partitions are wood and glass resulting in noisy classrooms.
68. The range of programmes is very good. Learners enrolling at level 1 can progress to level 3 and then to a foundation degree in computing. A fast track route enables more able learners to complete levels 1 and 2 courses in one year. The enrichment programme is good and includes relevant external visits and presentations by guest speakers.
69. There are inadequate work placement opportunities. A programme of work placement for full-time learners is currently being introduced. However, 84% of learners will not benefit in the current year.
70. Support for learners is good. Full-time learners are well supported through tutorials. All learners and teachers have access to the outstanding portal on the intranet for up-to-date details of punctuality. Parents and carers of young learners are well informed of their progress.

Leadership and management

71. Leadership and management are good. Clear direction is provided to staff for promoting and improving learning and raising standards. Quality improvement procedures are excellent. Significant progress has been made in resolving weaknesses found at the last inspection. Regular team meetings focus on the sharing of good practice and concerns are forwarded to divisional meetings for resolution. The self-assessment process is rigorous and accurate.

Performing arts and media

Good: grade 2

Context

72. There are 602 full-time learners in performing arts and media of whom 201 are at level 2 and 401 at level 3. Most learners are aged 16-18 years with less than 100 adults. Courses are offered from levels 1 to 4 and include GCSE media, a range of first and national diplomas, a number of GCE AS and A2 levels, writing music for dance and performance at level 3 which is unique to the college and a foundation degree in media.

STRENGTHS

- high success rates on many courses
- good teaching and learning
- excellent accommodation and resources, particularly at the Ealing Institute of Media
- outstanding links with industry
- very good curriculum management.

AREAS FOR IMPROVEMENT

- low retention on GCE AS level media and on adult courses.

Achievements and standards

73. Achievements and standards are good, particularly on the level 2 diplomas, and GCSE and GCE A2 level media. On all the national diplomas and the national award in music, success rates are at or above the national average. The national diploma in performing arts is at the national average but the national award is below. On GCE AS level film and video, success rates are still above the national average although they declined in 2005/06. Achievement of high grades is good.
74. On GCE AS level media, retention is low for the second consecutive year. For adults, of whom there are significantly fewer compared to 16-18 year olds, retention is also below the national average although it is improving. Written work is good. Practical work is of a high standard. In performing arts, learners demonstrate high levels of performance skills. In multimedia and media, work is imaginative, original and vibrant.

Quality of provision

75. Most teaching is good. Lessons are carefully planned and include effective development of literacy, numeracy and language skills. In the better lessons, teachers encourage and extend learning through experimental work, and good use is made of learners' experiences and ideas. In practical lessons, learners

are challenged to achieve high standards. In less effective lessons, there is little variety in teaching styles with too much emphasis given to whole group teaching and little opportunity for learners' contributions.

76. Assessment and monitoring of learners' progress are good. Feedback on marked work is good. Internal verification is good. Initial assessment effectively identifies learners in need of additional support. Accommodation and resources are excellent and are regularly updated. At Hammersmith, there is a fine music suite, well resourced research room and excellent dance studio. The CoVE at Ealing Institute of Media has outstanding accommodation and resources, including a purpose built television studio and control room.
77. The range of courses available over the three college sites and links with employers are outstanding. An excellent committee of advisors from the profession provides support and advice which result in unique opportunities for learning. The college has a significant partnership with the British Broadcasting Corporation (BBC) and has a unique and excellent screen academy.
78. Support for learners is good. Learner progress is carefully tracked in individual tutorials. Tutors and teachers give generously of their free time to support learners.

Leadership and management

79. Leadership and management are very good with innovative approaches to widening the range provision, linking with industry and improving resources. Thorough quality improvement measures are in place. Success rates are improving and attendance is now good. The self-assessment process is rigorous and inclusive. Communication at all levels is good.

English for speakers of other languages (ESOL)

Outstanding: grade 1

Context

80. ESOL is the college's largest curriculum area representing one third of its enrolments. There are 5,363 learners with 25 learners aged 14-16 years, 505 aged 16-18 years and 4,833 adults. Full-time and part-time courses are offered including literacy, numeracy, ILT, citizenship, science and vocational ESOL courses from pre-entry to level 2. Courses are offered on all four sites, community settings and through five franchise partners. ESOL supported courses are offered in health and care, travel and tourism, IT and catering.

STRENGTHS

- high success rates
- good progression on to vocational and higher level courses
- very good teaching and learning
- excellent accommodation and resources
- broad responsive curriculum
- outstanding leadership and management.

AREAS FOR IMPROVEMENT

- inconsistent quality of individual learning plans.

Achievements and standards

81. Achievements and standards are outstanding. At level 1, they are 13% and 15% above national averages for 16-18 year olds and adults respectively. On the certificate in ESOL skills for life at entry level 2, pass rates have risen from 74% to 91% where the national average is 66%, while at level 1 they have risen from 72% to 79% where the national average is 69%. Retention at level 2 for adults on short courses is satisfactory.

82. Over 51% of learners from 2005/06 progressed to higher level courses. In the same period, 539 learners progressed from ESOL to mainstream vocational or academic courses. The standard of aural and written work is good. The development of learners' confidence, language, ILT skills, independent learning and job seeking skills and attitudes towards healthy living are good.

Quality of provision

83. Teaching and learning are outstanding. Lesson plans include great detail on how individual learners' needs will be met, any additional support needs, how literacy and numeracy and the Every Child Matters themes will be covered and homework to be completed. Classroom management is outstanding with teachers using a wide range of activities and resources to stimulate and challenge learners. The balance between individual and group work, including

peer support, is good. Diversity is respected and learners' backgrounds are valued.

84. Resources are excellent. The learning resource centres and the spacious accommodation with access to an extensive range of ILT, data projectors and laptops, greatly enhance the quality of teaching and learning. The college's excellent portal on the intranet enables learners to develop independent learning skills and staff to share materials. Diagnostic assessment is thorough, providing tutors with an accurate picture of learners' prior attainment and skill levels. However, on a few individual learning plans, this information is not used to set specific or measurable targets and clear learning goals are missing.
85. The range and accessibility of provision are outstanding and are very responsive to learners' needs. Specialist provision is growing to meet the needs of 16-18 year olds. Support for learners is outstanding. Full-time learners have a strong tutorial programme and all part-time learners have their progress and individual learning plans reviewed.

Leadership and management

86. Leadership and management are outstanding. The college is at the forefront of new ESOL developments. It has effectively moved its ESOL provision from internally certified courses into accredited qualifications. Roles and responsibilities are clear and staff are well qualified. Communication is good. Quality improvement activities are outstanding. The observation of teaching and learning is rigorous and the self-assessment process is thorough. Continuing professional development activities are good. Management information data is accurate and well used. Financial management is good.

Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	1164	58	59	-1	2558	61	59	2
	04/05	1495	69	62	7	3822	67	61	6
	05/06	1463	73			3046	73		
GNVQs and precursors	03/04	216	59	63	-4	16	63	53	10
	04/05	234	62	64	-2	5	40	54	-14
	05/06	147	79			7	86		
NVQs	03/04	61	62	61	1	173	71	66	5
	04/05	117	66	65	1	159	73	71	2
	05/06	103	66			137	83		
Other	03/04	887	58	59	-1	2369	60	58	2
	04/05	1144	71	61	10	3658	67	61	6
	05/06	1213	73			2902	73		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	1610	56	56	0	2206	39	54	-15
	04/05	1478	62	60	2	1513	60	59	1
	05/06	1502	73			1535	65		
GCSEs	03/04	636	70	64	6	225	67	57	10
	04/05	544	67	65	2	188	68	63	5
	05/06	582	78			204	74		
GNVQs and precursors	03/04	222	59	60	-1	38	39	56	-17
	04/05	59	69	66	3	29	41	62	-21
	05/06	35	71			84	64		
NVQs	03/04	158	25	50	-25	641	47	54	-7
	04/05	109	36	56	-20	504	65	62	3
	05/06	77	56			353	74		
Other	03/04	594	48	53	-5	1302	30	53	-23
	04/05	766	61	58	3	792	56	57	-1
	05/06	808	71			894	60		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	2543	62	61	1	1489	50	53	-3
	04/05	2549	73	65	8	1318	61	56	5
	05/06	2646	71			1177	67		
A/A2 Levels	03/04	430	89	84	5	199	73	69	4
	04/05	652	94	85	9	217	81	73	8
	05/06	622	92			213	81		
AS Levels	03/04	1497	61	60	1	338	48	50	-2
	04/05	1332	66	64	2	239	48	53	-5
	05/06	1357	66			229	55		
GNVQs and precursors	03/04	367	50	50	0	121	60	43	17
	04/05	204	64	59	5	68	68	51	17
	05/06	69	68			18	56		
NVQs	03/04	8	63	50	13	182	44	48	-4
	04/05	9	56	53	3	203	59	54	5
	05/06	7	57			145	74		
Other	03/04	241	43	51	-8	649	45	54	-9
	04/05	352	63	56	7	591	59	56	3
	05/06	590	62			429	64		

Table 4

Success rates on work-based learning programmes managed by the college 2004 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	N/A	N/A	N/A	N/A	N/A
	Advanced	N/A	N/A	N/A	N/A	N/A
2004/05	Apprenticeship	13	15	39	15	52
	Advanced	N/A	N/A	N/A	N/A	N/A

* 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	N/A	N/A	N/A	N/A	N/A
	Advanced	N/A	N/A	N/A	N/A	N/A
2004/05	Apprenticeship	21	10	13	10	20
	Advanced	N/A	N/A	N/A	N/A	N/A

* 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'