



Redbridge College



ADULT LEARNING
INSPECTORATE

Inspection report

Audience Post-sixteen	Published March 2007	Provider reference 130453
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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	6
<hr/>	
Overall judgement	7
Main findings	10
Curriculum area inspections	15

Basic information about the college

Name of college:	Redbridge College
Type of college:	General Further Education
Principal:	Theresa Drowley
Address of college:	Little Heath, Romford, Essex, RM6 4XT
Telephone number:	0208 548 7400
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Chair of governors:	Derek Mullett
Unique reference number:	130453
Name of lead inspector:	Alan Marsh, HMI
Dates of inspection:	15-19 January 2007

Background of the organisation

1. Redbridge is a medium-sized general further education (GFE) college based on one main site at Little Heath in the London borough of Redbridge and a secondary site in Ilford town centre. Some community partners offer provision under franchise from the college. Redbridge operates a partly selective system of secondary schooling, and all 17 local schools have their own sixth form. The nearest similar colleges are Barking and Dagenham, Havering and Newham and the college draws some 40% of its students from these boroughs. The college has grown significantly in recent years. It has revised its curriculum offer recently and is now a wholly vocational college with the mission 'to unlock every individual's potential skills and support them to reach their goals in a culture which values diversity'.
2. Redbridge is a borough of mixed levels of income and class with a population of around 239,000. Some 58% of students at the college are considered to live in wards of economic deprivation and some 55% use English as a second or additional language. Unemployment is just above the national average but just below the figure for Greater London. The proportion of residents from minority ethnic groups is much higher than the national average, at around 43%; the proportion of such students attending the college is higher still, at around 62%. The proportion of residents qualified to national vocational qualification (NVQ) level 4 and above is relatively low. Redbridge's rate for staying on in education and training at age 16 is high; educational attainment at age 16 in the local schools is very high, but the average points score in the General Certificate of Secondary Education (GCSE) of students aged 16-18 who enter the college is significantly lower than the local authority (LA) average.
3. The college offers provision in 13 of the 15 sector/subject areas, although the numbers in five of these are very small. In 2004/05 there were 5,250 students on roll funded by the Learning and Skills Council (LSC), of whom 2,094 or 40% were aged 16-18 and 3,156 were adults. In 2005/06 the numbers of adult students fell to below the numbers of students aged 16-18. Following the acquisition in 2004 of a private training provider, the college now offers apprenticeships in business administration, hospitality and catering. There are around 480 pupils aged 14-16 from local schools attending vocational courses. The college is a centre of vocational excellence (CoVE), in partnership with Lewisham College, in hospitality and catering.

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 (SAR) and development plans; comments from the local Learning and Skills Council; 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 care; hairdressing and beauty therapy; arts and media; preparation for life and work (entry to employment, English for speakers of other languages, literacy and numeracy); business and administration.

Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Good: grade 2
Achievements and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3

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 and care	Unsatisfactory: grade 4
Hairdressing and beauty therapy	Good: grade 2
Arts and media	Satisfactory: grade 3
Preparation for life and work (literacy and numeracy, E2E, ESOL)	Satisfactory: grade 3
Business and administration	Unsatisfactory: grade 4

Overall judgement

Effectiveness of provision

Satisfactory: grade 3

5. This is a satisfactory and improving college with a good capacity to improve further. Self-assessment is robust and largely accurate, although the college considered its leadership and management to be better than it is. Of the five curriculum areas inspected, two were judged to be unsatisfactory and one good. Achievements and standards are satisfactory, although those of adult learners and students aged 14-16 are good and those of work-based learners are unsatisfactory.
6. Teaching and learning are satisfactory. The college accurately identifies the strengths and weaknesses in much of its teaching and learning and is working diligently to raise further the quality of students' experience in lessons. Learning resources are satisfactory; some specialist resources are good, but they are inadequate in health and care and in business. Students increasingly benefit from a well-developed virtual learning environment (VLE). Initial assessment satisfactorily identifies the nature and extent of support that students require.
7. The college has re-designed its curriculum to meet the vocational needs of the communities it serves and this is now good. The range of learning opportunities is extensive and progression routes are coherent. Enrichment and work experience opportunities are limited. The college is a diverse and equitable community and makes a good response to educational and social inclusion.
8. Students receive good guidance and support. The tutorial system is very effective and students who are at risk of dropping out are efficiently identified and well supported. Retention is improving at all levels. The learning support received by students helps them overcome barriers to learning so that they succeed at the same rate as other students. Students feel safe and value the climate of respect which is fostered throughout the college.
9. Leadership and management are satisfactory. The college has improved steadily. Recent growth has been well managed and investments and financial management have been good. Collaborative work with local schools is good. The college responds directly and flexibly to the needs of the local community. Links with employers, however, are underdeveloped. Self-assessment is satisfactory and actions to improve are effectively identified but some of these are not implemented quickly enough to benefit students.

Capacity to improve

Good: grade 2

10. The college has good capacity to improve. An extensive review of the curriculum has been undertaken and the college has carefully and successfully repositioned clearly as a vocational college, highly responsive to the needs of

the local community and its educational and skills context. Leaders have a clear focus on raising standards and progress is evident although some is slow. The curriculum range, internal progression and guidance and support for students are all good. The quality of provision is variable: of the curriculum areas graded, one was judged to be good and two unsatisfactory, but the college has other good and satisfactory provision which was not inspected on this occasion. Achievements and standards for adults, representing just under half the numbers of students at the college, are good, as is provision for a large number of students aged 14-16. Retention is improving across all course levels. The college monitors and evaluates its performance with rigour: self-assessment and quality assurance processes are satisfactory. The lesson observation process is rigorous, shrewd and reaches accurate judgements. Inspectors endorsed its findings: teaching and learning are improving but much is still no better than satisfactory. The management of finances and data are both good, and the college has invested significantly in effective staff development and some very good specialist resources. The changes the college is undergoing are contributing to the development of a stronger culture of constructive evaluation to support the raising of standards.

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

11. The college has made satisfactory progress since the last inspection in 2003. It has extended and reinforced key strengths identified then but aspects of a few key weaknesses remain, notably in the quality of teaching and learning. The curriculum has been sensibly repositioned and is now much more responsive to the needs of the local community. Support for students and the tutorial system have improved and are now good. The college continues to widen participation successfully. Of the curriculum areas graded at this inspection, one area judged to be satisfactory at the last inspection has declined and is now unsatisfactory, as is a reintroduced curriculum area. One curriculum area judged to be good in 2003 remains good and two curriculum areas remain satisfactory.

Key strengths of the college

Strengths

- high success rates for adults on long courses
- good provision for students aged 14-16
- effective repositioning of the curriculum to serve the community's needs
- good arrangements to support students at risk of not succeeding
- effective leadership in restructuring and investing in the college
- prudent financial management.

Areas for improvement

The college should address:

- unsatisfactory provision in health and care and in business and administration
- low success rates for work-based learners and for students aged 16-18 on courses at level 3
- unsatisfactory aspects of teaching and learning in too many lessons
- underdeveloped support for language, literacy and numeracy across the college
- limited links with employers and restricted opportunities for work placement.

Main findings

Achievements and standards

Satisfactory: grade 3

Contributory grades:

Students aged 19+

Good: grade 2

Students aged 14 to 16

Good: grade 2

Work-based learning

Unsatisfactory: grade 4

12. The college has accurately assessed students' achievements and standards overall to be satisfactory. For adults, who constitute just under half the numbers of students in the college, they are good, with success rates in 2005/06 being above the 2004/05 national averages on long courses at all three levels. Success rates for adults on short courses are well below the previous year's national average for all courses of this type, but they are high when compared with similar profiles of courses run in similar colleges elsewhere. Success rates for students aged 16-18 are satisfactory: they are high on long courses at level 1, although in 2004/05 they fell to around the national average; at level 2 they rose in 2004/05 to the national average and maintained this level in 2005/06; at level 3 they have been below average since the last inspection in 2003, although they rose significantly in 2004/05 and maintained that level in 2005/06. Success rates on short courses for students in this age group are just below the national average. Retention is good for both age groups at levels 1 and 2, and is improving at all levels.
13. Achievements for work-based learners are unsatisfactory, although they have improved distinctly from a very low base. School students aged 14-16 achieve well and success rates are good on most of their courses.
14. Students with identified learning difficulties and/or disabilities achieve at the same level as other students as a result of the good support they receive. Success rates for female students are better than those for males, which is in line with the national picture. Rates of success for students from the wide range of different minority ethnic groups represented in the college vary significantly between subject areas and course levels and there is no discernible pattern.
15. Standards of students' work are satisfactory. They are good in hairdressing and beauty therapy and in music, but poor in childcare. During the inspection many learners were judged to be making at least satisfactory progress in most curriculum areas and the large majority enjoy their education and training. However, some make slower progress than they should and the college does not systematically measure the progress they make from their starting points when they enter the college. Attendance is satisfactory except in arts and media where it is unsatisfactory. Behaviour has improved and is satisfactory

overall, although frequent minor distractions and disruptions in lessons impede learning for many students.

Quality of provision

Satisfactory: grade 3

16. The college accurately judges that its teaching and learning are satisfactory. This was confirmed by inspectors' own observations of lessons. The college has recently implemented many initiatives to improve teaching and learning. Examples include the development of specific training courses for all teachers to review and share their practice and teaching techniques, the establishment of the core principles of a model lesson, the use of peer observation and the use of subject coaches to support specialist teachers. The results of very recent lesson observations conducted by the college and an external organisation suggest that these initiatives are beginning to improve teaching and learning.
17. Many lessons are well planned so that students can actively apply the theory they learn to vocational practice. Activities are varied to create good opportunities for debate and practice. In practical lessons in beauty therapy, teachers adapt well when too few clients are available so that students use their time productively. In music and ESOL lessons, in particular, students benefit from the use of good computer-based learning resources. Students clearly enjoy learning in these ways and they contribute with enthusiasm. In too many lessons, however, particularly in health and care and in business, teaching fails to engage students sufficiently: they are not stretched, their own experiences are not used and they lose interest. Some teachers under-estimate what students are capable of doing and their lessons are too slow. In a significant minority of lessons work is interrupted by late arrivals, the ringing of mobile phones, social conversation or random calling out. Not all teachers manage these minor but frequent disruptions well and a few fail to establish clear standards of conduct.
18. Learning resources are satisfactory. They are good in hairdressing and beauty therapy. Many students already benefit from the recently introduced virtual learning environment (VLE) to extend their learning beyond lessons. Some activities, however, take place in classrooms which are too small for the size of the group and the layout of classrooms often inhibits the opportunity for working in pairs or groups, especially in ESOL and literacy and numeracy lessons. Business students currently have inadequate access to independent learning resources at the Ilford site. Resources for the childcare courses are poor.
19. Initial diagnostic assessment is satisfactory. Many students are effectively helped with their literacy and numeracy needs. Those who receive additional support thereby overcome identified barriers to learning and succeed to the same degree as all other students in the college. The college acknowledges that it has insufficient learning support assistants to meet the high demand. It has been slow to provide some learning support, especially in health and care. The recording, monitoring and reporting of students' progress have improved. In

arts and media tutors use the new electronic system well; it is less well used by tutors in ESOL and discrete literacy and numeracy. In-course assessment is satisfactory. It is well planned and regular in beauty therapy but in hairdressing too much is left until the end of the course. Most learners are well aware of what they need to do to improve their work.

20. The college rightly judges that it provides a good range of courses for students of all ages and levels of ability from age 14 upwards. The college has worked effectively with local partners to reposition its curriculum as a responsive, vocational one and has been particularly successful in developing coherent internal progression routes in most curriculum areas. The provision for school students aged 14-16 has grown significantly in collaboration with local schools and vocational opportunities are flexible and extensive. There is an effective cross-vocational course at entry level for students who are not yet ready to embark on a specific vocational course at level 1.
21. Opportunities for formal enrichment activities are limited. The seven activities offered through the enrichment programme are organised by youth workers who are based in the new common room which provides a good social focus for students. These are popular amongst those who make use of them, but many students do not. The curriculum is effectively enhanced by a range of trips, visits and external speakers, but the extent of these varies considerably between curriculum areas. Students make a satisfactory contribution to the college and to the local community. The students' union has been strengthened and students have representation on the governing body.
22. The college acknowledges that the arrangements for work experience are underdeveloped, and has recently appointed staff to develop placements. The college is improving its links with employers to support the expansion of its vocational courses, but employer boards have only just been established in most vocational areas.
23. Students receive good guidance and support. The induction programme successfully introduces students to the college and its community. The college has very effective arrangements to support learners who are at risk of dropping out, including the use of learning mentors and supervised study in homework clubs.
24. Students feel safe in the college. This has not always been so. Behaviour has improved and exclusions, complaints and formal disciplinary procedures have been reduced. Students value the diligent work by staff to develop an ethos of respect for others, although minor disruptions and distractions still hamper learning at times. Security staff are unobtrusively and sensitively effective. The college is an inclusive and diverse community; its response to educational and social inclusion is good.

25. Tutorial arrangements have recently been revised and are comprehensive. Attendance in group tutorials is high. Tutors build good communications and relations with their students whose personal development and academic progress are recorded through individual learning plans. Not all tutors use these often or well enough. The college has developed in some areas the capacity for these plans to be written on-line and some students, for example in music, have responded enthusiastically to the interactive opportunities this presents.
26. The college provides a comprehensive range of welfare, advice and guidance services. These are prominent and accessible to all. Youth workers provide good informal support and effective links to many external agencies. Students make good use of the financial support, counselling, careers guidance and nursery services.

Leadership and management

Satisfactory: grade 3

Contributory grades:

Students aged 19+

Good: grade 2

Students aged 14 to 16

Good: grade 2

Work-based learning

Unsatisfactory: grade 4

27. Leadership and management are satisfactory; the college had judged them to be good. Since the last inspection in 2003, the college has experienced some significant changes in the management of the organisation. During this period the college has managed considerable change and growth in its accommodation, curriculum and student population. Overall rates of success have increased steadily to national averages or above for students aged 16 to 18 at levels 1 and 2, and for adults at all levels. Success rates for students aged 16-18 on courses at level 3 remain below the national average. Achievements in work-based learning remain unsatisfactory, as do its leadership and management. Leadership and management are good for adult learners and for students aged 14-16. The principal and leadership team have developed effective links with a number of partner schools, local authorities and other agencies; links with employers are less well developed, although they are adequately established in some areas. There has been considerable investment in accommodation and staff development and the working and learning environment are much improved. A clear management structure has been implemented. Effective leadership sets a clear direction to improve provision. Staff value the improvements made in communication and leadership. The principal is accessible and visible. The quality assurance process is satisfactory in both its structure and impact. It has been recently reviewed and more regular monitoring meetings are undertaken by teaching staff and managers. Curriculum leadership and management are unsatisfactory in health and care and in business and administration; they are good in hairdressing and beauty therapy.

28. Self-assessment is thorough and rigorous but some actions arising from the quality improvement plan have been slow to be implemented. Management information is timely and accurate and all staff welcome the recent improvements. The teaching and learning observation cycle is moderated effectively and inspectors endorsed the college's findings. All teachers attend an in-house teacher training programme that provides opportunities to share good practice. However, some common weaknesses remain in much of the teaching and learning and too many lessons are no better than satisfactory.
29. Support for teachers has improved with the introduction of targeted opportunities for development. Newly-appointed curriculum support posts provide effective additional support for teachers. Almost all teaching staff are either qualified as teachers or undertaking qualifications. Resources are satisfactory: some specialist facilities are good and reflect industry standards, but in health and care and in business and administration students lack access to a full range of vocationally-specific learning resources. Some accommodation is unsuitable for the uses to which it is put. The college complies with child protection, race equality and disability discrimination legislation and provides a safe environment for children and vulnerable adults. Equality of opportunity is promoted satisfactorily. The college continues to widen the participation in learning and training of its diverse community and regular, detailed analyses of students' performance by age, gender and minority ethnic origin are routinely carried out.
30. Governors are strongly committed to the college and its students and they monitor the performance of the college effectively. Their specialist expertise informs and enhances the work of the corporation. Financial management is good. Improved financial performance has enabled the college to make significant investments which are improving the learning environment for all. The college currently provides satisfactory value for money.

Curriculum area inspections

Health and care

Unsatisfactory: grade 4

Context

31. The college offers courses in health and social care and childcare from levels 1 to 3. There are 188 full-time students of whom 71 are on social care and 79 are on childcare courses. The majority are aged 16-18. There are 38 adult students on access to nursing and health courses. Some 34 school students aged 14-16 take level 1 courses in health and social care and childcare.

Strengths

- effective management action to improve access to nursing course.

Areas for improvement

- low success rates on health and social care courses and level 2 childcare
- poor planning of lessons to meet individual students' needs
- inadequate resources
- weak leadership and management in most of the provision.

Achievements and standards

32. Standards attained are unsatisfactory on the majority of courses. In 2005/06, success rates on all health and care courses and the level 2 childcare course were below national averages. The level 1 childcare course has improved significantly and success rates are now good. Pass rates on the access to nursing course are satisfactory and all students have progressed to higher education. Success rates in key skills are unsatisfactory. Standards of work are satisfactory in lessons but workplace skills are insufficiently developed. Students on access courses make particularly good progress, confidently discussing theories in psychology and maths.

Quality of provision

33. Teaching and learning are unsatisfactory. In many lessons, planning fails to identify or meet the individual needs of students. Many students are insufficiently challenged to extend their skills. Key skills are not identified or developed. Classroom assistants are not used effectively. Resources are unsatisfactory. Information and learning technology (ILT) is insufficiently available even when required by the curriculum, for example when students are planning the use of ILT in childcare. There are no appropriate, relevant displays and childcare students do not have the opportunity to experience realistic working environments. This is exacerbated by the slow implementation of the work experience programme. Inadequate links are drawn between theory and

practice. In a minority of better lessons, students enjoy being stimulated to research theories and make presentations to the class.

34. Assignments are of a satisfactory standard and are vocationally relevant. Marking is thorough with detailed feedback indicating how students might improve their grades.
35. The good range of courses facilitates progression but this is sometimes hindered by students' low literacy skills. Links with local schools are productive with pupils undertaking level 1 courses in care and childcare. Access to nursing courses meet the local demand for a qualified workforce, but generally links with employers are underdeveloped and there are no formal links with childcare employers. Vocational enrichment activities such as first aid have been planned late and there are few visits. Work placement arrangements are inadequate and students are not properly prepared for work in real settings.
36. Support for students is satisfactory. There is good individual and group support including a daily homework club. Additional learning needs are identified through initial assessment but support is slow to be implemented.

Leadership and management

37. Leadership and management are unsatisfactory. Actions to improve success rates have been too weak, although retention improved in 2005/06. Staffing and the provision of resources have been inadequate. However, there has been robust and effective management action to improve the access to nursing courses and a range of strategies has been implemented to develop personal and professional skills. Teachers are now able to undertake regular training but several teachers still lack current vocational experience. The curriculum SAR is broadly accurate but incomplete. Some major issues are not addressed and there is a slow response to identified actions.

Hairdressing and beauty therapy

Good: grade 2

Context

38. The college offers full- and part-time NVQ courses in hairdressing and beauty therapy from levels 1 to 3. Additional qualifications are available in a number of holistic therapies. There are 258 students on full-time courses, the majority studying beauty therapy, and 138 on part-time courses, almost all studying beauty therapy. There are 192 school students aged 14-16 on level 1 courses.

Strengths

- high success rates in 2005/06
- good teaching
- well-planned assessment opportunities in beauty therapy
- wide range of provision
- good resources reflecting industry standards
- effective implementation of improvement strategy.

Areas for improvement

- lack of challenge for some hairdressing students
- insufficient development of literacy.

Achievement and standards

39. Students' achievements are good. Success rates are high on NVQ in beauty therapy at levels 2 and 3 and on many of the part-time courses in beauty therapy. Success rates have improved significantly in 2005/06 on NVQ hairdressing at levels 1 and 2 and are now high. The standard of students' written work is good and their practical skills are satisfactory.

Quality of provision

40. Teaching and learning are good. Teachers prepare and plan well for most lessons. Students are usually challenged and make valuable contributions. Theory is effectively linked to practice. These features were evident in a beauty therapy lesson where students demonstrated a very good knowledge of facial electrical therapy and were able to link this skilfully to their practical work. Students' written work is satisfactory but there is insufficient attention paid to improving their levels of literacy; errors in spelling and grammar are often not corrected.
41. Assessment and the monitoring of students' progress are good in beauty therapy. Assessments are planned early in the course; students work confidently on clients and make consistently good progress. However, weaker practices exist in hairdressing, where not all students are sufficiently challenged and some minor disruptive behaviour is ineffectively managed by teachers.

Practical sessions of five hours are inadequately planned and some students have to work too much on training blocks to the detriment of their customer service skills. Some aspects of hairdressing students' dress are unsatisfactory in salons and do not reflect good professional practice.

42. The range of courses is good and meets the needs and interests of students of all levels. Courses are offered as both full-time and part-time in order to accommodate students' personal requirements. The college has been very responsive to local schools and provision for students aged 14-16 is good.
43. Guidance and support for students are good. Students feel well supported by accessible and sympathetic tutors. There is an effective system to monitor the progress of students who are promptly alerted to concerns about their performance. Students understand and appreciate this system which has contributed to improvements in punctuality and attendance.

Leadership and management

44. Leadership and management are good. Teachers are highly responsive to the outcomes of quality assurance processes and have successfully and swiftly demonstrated their capacity to improve on previously identified weaknesses. Resources and facilities in the college are very good and reflect industry standards. Large, well appointed training salons offer students a realistic and contemporary working environment. The curriculum SAR is detailed and accurately identifies strengths in the provision; however, the inspection has identified some additional areas for improvement.

Arts and media

Satisfactory: grade 3

Context

45. The college offers courses in the visual arts, including graphics and electronic media, music and media from levels 1 to 3. There are currently 84 full-time students doing art, design and media courses. There are 93 full-time students on music courses. The college provides links with local schools for specialist subjects.

Strengths

- good provision for music
- innovative development and use of e-learning resources
- successful learning support initiatives to improve retention.

Areas for improvement

- low success rates on level 2 courses
- poor punctuality and attendance
- insufficient insistence on basic studio practice.

Achievements and standards

46. Achievements are satisfactory but success rates are low at level 2 because of poor pass rates. Progression, both internally and to higher education, is good. The standard of work in music is good, with students demonstrating sophisticated levels of performance. Art students have been successful in winning design competitions for local borough councils and other organisations. Retention is currently good and has improved significantly on previous years. Punctuality and attendance, however, are poor.

Quality of provision

47. Teaching and learning are satisfactory. There is some stimulating teaching in music and generally good interaction between teachers and students, but most teaching makes insufficient demand on students. Many teachers do not reinforce non-negotiable standards of conduct in studios and consistently good practices are not learned or adhered to. The development and use of e-learning resources are excellent and have made a significant difference to both staff and students: individual students can gain access to learning resources and continue their work when not on site; assignments can be submitted electronically; and teachers effectively use the technology to monitor submissions.
48. The range of provision is satisfactory. There are good opportunities to progress from level 1 to level 3 in the subjects offered, but the provision as a whole is limited in scope. The college no longer offers dance or drama and the visual

arts curriculum is restricted to graphics and electronic media. Music students have regular performance opportunities but other enrichment provision is narrow.

49. Learning support is good. Individual needs are identified and addressed effectively and as a result retention has improved, although attendance is still low. Students have good access to welfare and counselling services and interventions are well managed. Tutorial support has also benefited from the innovative developments in e-learning. Each student has an individual web-based tutorial log ('blog') as part of their learning plan and they freely comment on their concerns with more candour than in conventional tutorials. Students appreciate the efforts made by tutors on their behalf.

Leadership and management

50. Leadership and management are satisfactory. Most managers are recent appointments and they are still in the early stages of developing their leadership roles. The curriculum SAR is mainly accurate although some weaker aspects of provision have not been fully recognised. There is good accommodation for music: it is located in a discrete area and is effectively soundproofed, although the size of rooms restricts the number of students. Specialist equipment reflects industry standards and students have good access to ILT. The conversion of part-time teaching contracts into permanent posts of variable hours with commensurate tutorial responsibilities has improved aspects of the provision.

Preparation for life and work (ESOL, literacy and numeracy, entry to employment) Satisfactory: grade 3

Context

51. There are 585 students of ESOL studying on full- or part-time courses at seven levels. There are 223 students enrolled on literacy and numeracy courses at three levels. A number of projects for young people are offered in the community. In addition, 37 students are following a 20-week E2E programme at a nearby centre. Students on main college courses are offered key skills in communications and application of number.

Strengths

- good progression rates from E2E
- good retention in ESOL
- effective learning and skills development on literacy, numeracy, ESOL and E2E provision
- wide range of provision in response to demand.

Areas for improvement

- low pass rates in key skills in 2005/06
- inadequate classroom resources on the main site
- ineffective use of individual learning plans
- underdeveloped systems to support language, literacy and numeracy across the college.

Achievements and standards

52. Students' achievements and the standards of their work are satisfactory. They learn to read, write, listen and speak in English effectively and their skills develop systematically. All ESOL learners are provided the opportunity to achieve accredited qualifications and their rates of success are high. They become better prepared for further study and for work. Retention is good on ESOL courses. Students benefit from regular monitoring of their attendance. Progression rates from E2E are good; 65% of students successfully progress to further training, education or employment. The achievement of key skills is unsatisfactory. The qualifications have only recently been introduced and their implementation is still at an early stage of development in many areas.

Quality of provision

53. Teaching and learning are satisfactory. Most teaching and learning is well-planned with a range of interesting materials and activities to promote learning. Students are engaged, participate actively, and make good progress. They acquire new skills and practise these using a range of activities across interesting and relevant topics. Key skills, however, often lack a vocational

context and here many activities fail to stimulate students. There are inadequate resources for learning on the main site; classroom accommodation is often cramped, teaching resources are insufficient and facilities for ILT are poor. Teachers find it difficult to organise group activities that require movement and on occasions students are not able to sit facing the whiteboard. Assessment and the monitoring of students' progress are satisfactory, but the use of individual learning plans is currently ineffective. An electronic version of the plan has recently been introduced but tutors are often unable to gain access to it. Consequently, many plans are incomplete and are rarely used with students in lessons. The setting of targets with individual students is weak. Students' completed work is poorly managed, except in E2E.

54. The range of courses and levels is good and the college offers learning opportunities that are well matched to specific demand. There are projects for hard-to-reach young people and extensive, flexible language provision for local community groups. Guidance and support are satisfactory. A range of support services is readily accessible and learning mentors effectively assist those students at risk of not completing their course.

Leadership and management

55. Leadership and management are satisfactory. A newly established 'skills for life' department has led to improved communications and sharing of good practice, although the college has been slow to develop an overall strategy and operational systems to support the further cross-curricular development of language, literacy and numeracy. There are satisfactory arrangements for monitoring the quality of teaching and learning, but these are not sufficiently evaluated in the curriculum area SARs, which are otherwise broadly accurate.

Business and administration

Unsatisfactory: grade 4

Context

56. The college offers a range of full-time courses in business and administration from levels 1 to 3, work-based learning apprenticeships and advanced apprenticeships in administration and customer care and a pre-apprenticeship programme (PREMA). The provision is based at premises in Ilford town centre. There are currently 166 students on full-time courses, half of whom are aged 16-18. There are 22 learners on the pre-apprenticeship programme, 20 apprentices and 6 advanced apprentices.

Strengths

- high success rates on introductory diploma and national certificate in business
- good development of vocational skills on the pre-apprenticeship programme.

Areas for improvement

- low overall success rates on work-based learning programmes
- low success rates on first diploma in business in 2005/06
- inadequate independent learning resources
- unsatisfactory aspects of teaching and learning in many lessons
- unsatisfactory leadership and management.

Achievements and standards

57. Students' achievements are satisfactory. Success rates are high on courses at levels 1 and 3. Students' rates of success on the PREMA programme are high at 76% and they develop good vocational skills. Success rates are low and declining on the first diploma. Pass rates fell 28 percentage points in 2005/06. Overall success rates on work-based learning programmes have improved but are still very low. Only 23% achieved the full framework in 2005/06 against a national average of 53%, and learners make insufficient progress. Pass rates in key skills are low on business courses but high on the PREMA programme. Standards of work are satisfactory and students demonstrate a capacity to discuss key topics. Attendance is satisfactory and has improved on the first diploma.

Quality of provision

58. Teaching and learning are unsatisfactory. In many lessons there are too many inadequate aspects of teaching and learning. Learning activities are weakly presented and teachers exhibit insufficient awareness of students' abilities. The learning environment is poorly managed. Some tasks are mistimed and learning is not reinforced or consolidated effectively. In some lessons, students are set work that is beyond their grasp and in others the work is too easy for them. In neither case do they learn much. Resources to enable students to work and

learn independently are inadequate. They have insufficient access to books, journals and ILT resources outside of lessons.

59. Assessment and the monitoring of students' progress are satisfactory. Assignments are appropriately designed and quality assured. On work-based learning programmes, assessment outcomes are clearly recorded and candidates' understanding checked. On business courses, teachers' feedback on students' work varies in quality from comprehensive and useful to cursory and unhelpful.
60. The range of provision is satisfactory. Links with employers are productive and business students are able to complete a two-week work placement. The college enrichment programme is not available to students at the Ilford town centre site.
61. Support and guidance are satisfactory. Students appreciate the personal help given by tutors and the use of learning mentors to keep them focused on their goals. These mentors have contributed to improvements in retention. In work-based learning, individual learning plans are detailed, but some NVQ reviews are incomplete and their outcomes unclear.

Leadership and management

62. Leadership and management are unsatisfactory. Actions taken to secure improvements in teaching, learning and independent learning resources at the Ilford site have not been effective. Consequently, students have an unsatisfactory learning experience. Action plans to secure improvement are insufficiently monitored with many actions still outstanding. Quality assurance of the work-based learning programmes is ineffective. The curriculum area SAR fails to acknowledge the full extent or impact of these deficiencies.

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	764	73	59	14	1,110	67	59	8
	04/05	773	63	62	1	1,298	69	61	8
	05/06	881	68	-	-	896	68	-	-
GNVQs and precursors	03/04	94	50	63	-13	10	40	53	-13
	04/05	12	50	64	-14	2	0	-	-
	05/06	-	-	-	-	-	-	-	-
NVQs	03/04	33	70	61	9	29	79	66	13
	04/05	53	55	65	-10	33	94	71	23
	05/06	61	62	-	-	28	67	-	-
Other	03/04	637	76	59	17	1,071	67	58	9
	04/05	708	63	61	2	1,263	68	61	7
	05/06	820	69	-	-	855	68	-	-

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	712	48	56	-8	498	58	54	4
	04/05	615	61	60	1	471	59	59	0
	05/06	719	60	-	-	456	68	-	-
GCSEs	03/04	162	39	64	-25	93	47	57	-10
	04/05	125	71	65	6	69	70	63	7
	05/06	123	54	-	-	54	59	-	-
GNVQs and precursors	03/04	131	44	60	-16	26	39	56	-17
	04/05	-	-	-	-	-	-	-	-
	05/06	-	-	-	-	-	-	-	-
NVQs	03/04	82	60	50	10	49	78	54	24
	04/05	102	45	56	-11	108	46	62	-16
	05/06	121	65	-	-	70	76	-	-
Other	03/04	337	52	53	-1	330	60	53	7
	04/05	388	62	59	3	294	62	57	5
	05/06	475	61	-	-	332	68	-	-

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	711	46	61	-15	529	55	53	2
	04/05	478	60	65	-5	440	64	56	8
	05/06	455	60	-	-	288	61	-	-
A/A2 Levels	03/04	76	83	84	-1	36	78	69	9
	04/05	129	69	85	-16	36	61	73	-12
	05/06	50	80	-	-	4	75	-	-
AS Levels	03/04	424	43	60	-17	120	46	50	-4
	04/05	185	59	63	-4	38	42	53	-11
	05/06	119	55	-	-	31	52	-	-
GNVQs and precursors	03/04	142	42	50	-8	40	48	43	5
	04/05	7	-	-	-	11	82	51	31
	05/06	-	-	-	-	-	-	-	-
NVQs	03/04	3	-	-	-	21	76	48	28
	04/05	27	56	53	3	42	64	54	10
	05/06	21	81	-	-	31	87	-	-
Other	03/04	66	36	51	-15	157	54	53	1
	04/05	130	53	56	-3	161	70	56	14
	05/06	263	58	-	-	142	67	-	-

Table 4

Success rates on work-based learning programmes managed by the college 2005 to 2006

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2004/05	Apprenticeship	50	20%	38%	30%	50%
	Advanced	2	0	34%	0	48%
2005/06	Apprenticeship	71	23%	53%	31%	58%
	Advanced	13	15%	44%	31%	54%

* 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 **
2004/05	Apprenticeship	49	10%	22%	16%	29%
	Advanced	3	0	21%	0	31%
2005/06	Apprenticeship	79	15%	33%	28%	38%
	Advanced	17	12%	27%	18%	34%

* 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'

1. Outcomes on Entry to Employment (E2E) programmes managed by the college 2004 to 2006

Year	Number of starts in year	Achieved Objectives *	Progression **	Still in learning
2003/04	145	37%	40%	0
2004/05	100	54%	59%	0
2005/06	103	57%	***	0

* These are key objectives identified for each learner following an E2E programme

** Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period

*** Data not yet available