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Brooksby Melton College



ADULT LEARNING
INSPECTORATE

Better
education
and care

Inspection report

Audience
Post-sixteen

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Basic information about the college

Name of college: Brooksby Melton College

Type of college: Specialist land-based

Principal: Annie White

Address of college: Brooksby
Melton Mowbray
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LE14 2LJ

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Chair of governors: Chris Hall

Unique reference number: 130754

Name of lead inspector: Josephine Parkman, ALI

Dates of inspection: 29 January – 2 February 2007

Background of the organisation

1. Brooksby Melton College is a small to medium size further education college. It operates on three main sites. The main campus at Brooksby is an 880 acre estate and working farm. Courses are also run at two centres in Melton Mowbray. One of these centres includes a commercial leisure centre and theatre. There is residential accommodation for around 90 learners. The majority of learners aged 16-18 travel to the college centres within or adjacent to their home LEA boundary. The college mission is 'promoting excellence in specialist and community learning'.
2. Melton has a slightly higher skills base than the Leicestershire average with a lower than average proportion of people with low levels of literacy and numeracy. The proportion of people from minority ethnic groups is very low at only 1.2%. Melton has one of the highest economic activity rates in Leicestershire and also the lowest unemployment.
3. The total number of learners enrolled in 2004/05 was 9,117 of whom 690 were 16-18 year olds on full-time courses. Sixty percent of learners aged 16-18 and 72% of adult learners were female. Approximately 4% of learners were from minority ethnic backgrounds.
4. In 2004/05, the majority of provision was in the QCA sector/subject area of agriculture, horticulture and animal care, with the next largest proportion of learners following preparation for life and work programmes. The majority of full-time learners aged 16-18 are following courses at level 3. For adults, most enrolments are at levels 1 and 2. Approximately 240 learners are currently following apprenticeship programmes. The college also offers E2E and Train to Gain programmes. Brooksby College is an associate college of De Montfort University and is involved in a small amount of higher education work. The college is a Centre of Vocational Excellence (CoVE) for service engineering.

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: animal care and equine; agriculture, horticulture, countryside and fishery studies; health and social care; animal care and equine; hairdressing and beauty therapy; and performing arts and media.

Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Satisfactory: grade 3
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 social care	Satisfactory: grade 3
Agriculture, horticulture, countryside and fishery studies	Satisfactory: grade 3
Animal care and equine	Satisfactory: grade 3
Hairdressing and beauty therapy	Satisfactory: grade 3
Performing arts and media	Satisfactory: grade 3

Overall judgement

Effectiveness of provision

Satisfactory: grade 3

6. This is a satisfactory college. Most success rates are around the national averages and improving. The standard of learners' work is very good and many learners develop particularly good practical and employability skills. Success rates for apprentices up to 2006 are poor. However, many of these apprentices were transferred from another provider with whom they were making poor progress. Success rates show a significant improvement for 2006/07.
7. The quality of teaching and learning is satisfactory and has improved since the previous inspection, when too much teaching was undemanding. There is some good teaching in all curriculum areas but as yet too little inspiring and outstanding teaching. Assessment practice is generally satisfactory. Initial assessment has improved and additional learning support is very effective.
8. The college's approach to educational and social inclusion is good. The range of provision satisfactorily meets the needs of learners as well as local and some national employers. Employer engagement is strong. The co-ordination of enrichment programmes across the college is not yet effective. Work experience is particularly well managed and learners benefit from well chosen placements which broaden their skills and increase their employability. Vocational teachers make very good use of learners' experiences during work experience placements to contribute to classroom discussions and course work.
9. The college provides satisfactory guidance and support for learners. All learners receive very good pastoral support. Target setting in most tutorials is insufficiently well developed and the college does not monitor the content of tutorials sufficiently.
10. Leadership, management and governance are satisfactory. The principal and governors set a clear strategic direction for the college and the self-assessment report is broadly accurate. However, progress towards the college's objectives has been hindered by delays in the implementation of the accommodation strategy and financial difficulties.

Capacity to improve

Satisfactory: grade 3

11. Since the last inspection, the college has demonstrated that it has satisfactory capacity to improve, although progress in addressing some of the areas to improve from the last inspection has been slow. The college's self-assessment report is broadly accurate. The quality improvement plan is appropriate and managers rigorously monitor progress towards the targets set. The college is facing some financial difficulties and, despite its best efforts, delays in the implementation of the accommodation strategy.

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

12. The college has made satisfactory progress since the last inspection. It has now remedied most of the weaknesses identified and strengths have been maintained. Quality assurance has improved, although some of the recent new arrangements are not yet well established. Improvements in most success rates have taken place and they are broadly in line with national averages.

Key strengths of the college

Strengths

- very good individual support for learners
- strong links with employers, schools and the community
- good development of learners' practical and employability skills
- high standards of learners' work
- good use of specialist resources for teaching
- strong performance monitoring at course level.

Areas for improvement

The college should address:

- the management of key skills
- the moderation and rigour of the lesson observation system
- success rates, particularly for work-based learning and key skills
- progress of financial recovery and the accommodation strategy
- tutorial and target setting processes.

Main findings

Achievements and standards

Satisfactory: grade 3

Contributory grade:

Work-based learning

Inadequate: grade 4

13. Achievements and standards are satisfactory. Success rates on long courses have shown a steady improvement over the last three years and most are in line with the national rates. Success rates on short courses of less than five weeks are very good and have improved significantly for 2005/06. The college self-assessment report accurately identifies where improvements in success and retention rates need to be made.
14. In 2006, success and retention rates for 16-18 year olds on long courses at levels 2 and 3, the bulk of the college's provision, were in line with the national rates for similar specialist colleges. At level 1, the college performs less well, partly due to inappropriate decisions about which qualifications to offer, which have now been rectified.
15. In 2006, success rates for adults were around the national rate at levels 1 and 3, the majority of its adult provision. At level 2, the rate fell to below the national rate due to poor retention. However, in-year retention is high for this group of learners.
16. Pass rates for learners of all ages are broadly in line with national rates. Key skills success rates for learners aged 16-18 are poor. Although they improved in 2006 they remain significantly below national rates at all levels. The 2005/06 data used by inspectors was provided by the college and not validated by the LSC.
17. Achievements and standards on apprenticeship programmes are inadequate but show significant improvement in 2006/07. The E2E programme has been very successful, with around 75% of learners progressing either to employment or further training. Success rates on Train to Gain programmes are satisfactory. Most of the large number of school pupils aged 14-16 who study at the college are successful. Progression to higher level courses and employment is very good.
18. Attendance is high at 88% for 2006/07. The standard of learners' work is generally good and learners enjoy their studies. Levels of learner satisfaction are high. Learners show particularly high levels of attainment during lessons. Many consistently work at a standard above that expected for the level of their

course. They demonstrate excellent levels of skill and knowledge. Learners working at level 3 show excellent analytical skills and produce assignment work of a very high standard.

Quality of provision

Satisfactory: grade 3

19. Teaching and learning are satisfactory and most learners make at least the progress expected of them. This was identified in the college self-assessment report. Practical lessons are good, and teachers make excellent use of their specialist subject expertise and industrial experience. Very good physical resources, including much modern equipment, support this aspect of learning well. The proportion of teaching that is good or better is increasing but as yet only a minority of lessons are outstanding.
20. In most lessons, planning is satisfactory and aims and objectives are clear. However, teachers do not always use questions effectively to check all learners' understanding. Teachers do not make the best use of opportunities to promote key skills development.
21. The lesson observation scheme does not yet provide effective quality assurance of teaching and learning. Not all teachers have been observed in 2005/06 and areas identified for improvement are not always tackled promptly. However, the college has recently created a new role of advanced practitioner and has new systems and procedures in place to support the development of teachers' skills.
22. Assessment and internal verification are satisfactory and meet awarding body requirements. Initial assessment has improved significantly for 2006/07 and is prompt and thorough. Parents or carers receive adequate reports on a regular basis.
23. The college's approach to social and educational inclusion is good. Links with schools, employers and the community are good. The college actively seeks out opportunities for acquiring alternative funding and setting up projects to widen participation. The college has long established links with local schools and provides vocational education for a large number of school pupils aged 14-16. Employer links have increased steadily. Employers actively support the college by providing expensive equipment, staff development and updating opportunities and specialist expertise. Management of work experience is very good.
24. The range of provision offered by the college is satisfactory to meet the needs of learners and local skills priorities.
25. The college enrichment programme is not well co-ordinated. Enrichment activities are organised at course level and are closely related to the vocational area. Learners have limited opportunity to add breadth to their programme and to work with learners from other areas of the college.

26. Support for individual learners is very good. Learners greatly appreciate the wide range of effective support they receive from their tutors. The newly established learning mentor role has been successful in supporting learners, particularly those at risk of leaving their courses early. Referrals to specialist support services are prompt and effective. Additional learning support is very effective. Tutors set learners clear targets and the monitoring and review of their progress is effective and well managed. There is too little analysis and use of data to evaluate the impact of this good additional learning support on retention and success rates. Careers information and guidance is good.
27. The structure, format and content of the tutorial programme are of variable quality across the college. In the better tutorials, learners receive a well planned programme of health promotion activities. Individual target setting and action planning are not always effective.
28. The standard of accommodation in some residential blocks is poor. The early timing of the evening meal causes problems for learners and emphasises the lack of social facilities available, especially for younger learners.

Leadership and management

Satisfactory: grade 3

29. Leadership and management are satisfactory. The principal, senior managers and governors set a clear strategic direction for the college. Governors show a good awareness of the issues the college is facing and are supportive. A significant increase in student numbers has taken place. The college generally meets the performance targets it has set.
30. The college has made satisfactory progress in addressing most weaknesses from the last inspection. Monitoring of equality of opportunity is satisfactory and the college has made reasonable adjustments to meet the needs of all learners. Clear comprehensive procedures for quality improvement have been developed.
31. The teaching and learning observation system is not well established. However, inspectors' lesson observation grades were largely in line with those awarded by the college observers. The self-assessment report is broadly accurate and the college improvement plan is appropriate and monitored rigorously by managers.
32. Performance monitoring by senior managers is very effective. Regular meetings take place to monitor recruitment, retention and attendance. At risk courses are identified and action plans for improvement put in place. Areas of learning and the college improvement plans are well monitored. Business planning is thorough and progress is reviewed regularly.

33. Curriculum management is satisfactory and teams work well together. The college places a strong emphasis on improving success rates. There have been significant improvements in the management of work-based learning. Success rates for apprentices show significant improvement. The college has a very good understanding of where it needs to improve success rates and in-year retention is being monitored closely. Curriculum managers monitor courses and budgets well. The college has a highly successful CoVE in land-based engineering. The management of key skills is poor. The college has yet to devise an effective way to develop key skills within the vocational teaching.
34. Staff have good access to staff development and considerable investment has been made in training to improve the quality of teaching and learning. However, the impact of staff development is not sufficiently evaluated.
35. The college complies with the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2002. Appropriate policies and procedures are in place to ensure that the college meets the requirements of the Education Act (safeguarding children) 2002 and the Children Act 2004. All members of the college staff and governors have had criminal record bureau clearance and appropriate training has taken place.
36. The college, formed from a merger of two colleges in 2000, inherited significant financial and accommodation issues and is still facing difficulties. The implementation of the accommodation strategy has been slow despite the college's best efforts. The current accommodation continues to be a challenge for the college to manage efficiently. Value for money, based on staff utilisation and class sizes and success rates against national averages, is satisfactory.

Curriculum area inspections

Health and social care

Satisfactory: grade 3

Context

37. The college offers a range of full-time courses at levels 1, 2 and 3. NVQs at levels 2 and 3 in health and social care and early years are offered as part-time courses. There are 430 learners on courses in health, social care and early years. Most learners are adults studying part-time. Five pupils from local schools participate in programmes. Enrolments of work-based learners are low.

STRENGTHS

- high success rates
- good development of work-related skills
- good support for individual learners.

AREAS FOR IMPROVEMENT

- very low success rates for apprentices
- insufficient target setting and action planning.

Achievements and standards

38. Achievements and standards are satisfactory. Success rates are good on the NVQ in care at levels 2 and 3 and have been above the national rate for the past three years. Success rates are good on the BTEC First and National Diplomas in early years and the certificate in counselling. On short courses, success rates are consistently good. However, success rates on work-based learning courses are very poor. Most apprentices were transferred from another provider with whom they were making slow progress. Since the transfer, no learners have achieved the full apprenticeship framework.
39. Retention rates improved between 2004 and 2006 on many full-time programmes and the current in-year retention rate is above national average. Behaviour of learners is good. Attendance rates are good. Learners develop a wide range of skills which enable them to make improvements in their occupational practice. The standards of learners' written work and portfolios are good. Progression rates for those on Access courses are particularly good with over 90% of learners successfully gaining places in higher education.

Quality of provision

40. Teaching and learning are satisfactory. In the better lessons, learners are able to demonstrate their knowledge and understanding, through practical activities such as the use of collage making, of how to develop decision-making,

problem-solving and colour recognition skills in children. Learners on the Access course showed sophisticated research skills and were able to analyse and evaluate complex theories. Assessment is thorough and well planned. Tutors provide good pastoral support for learners. However, the setting of targets for achievement and action planning during tutorials are not well developed. Targets set are insufficiently challenging, detailed or clear.

41. The range of provision is satisfactory. Good progression opportunities are available for learners in early years from levels 1 to 3, in counselling from level 2 to level 4, but few progression routes are available for learners in health and care. Accommodation and resources to support learning and teaching are satisfactory.

Leadership and management

42. Leadership and management are satisfactory. Links with employers are productive and teaching staff provide some training in the work place. Work-based learning is now satisfactory after significant improvements to its management. Learners' work experience placements are very well managed and learners benefit greatly from them. Teams work together well with a strong sense of purpose. The large proportion of sessional teachers makes regular team meetings difficult to organise effectively. The management of key skills in the curriculum is poor. Learners have to produce extra work to achieve their key skills qualifications and do not always see the relevance of them. The college self-assessment report was broadly accurate.

Agriculture, horticulture, countryside and fishery studies

Satisfactory: grade 3

Context

43. The college offers full-time and part-time courses from levels 1 to 3. At the time of inspection, there were 83 learners in agriculture, 33 in fishery studies, 172 in horticulture and 26 in countryside management. Of full-time learners, the large majority are aged 16-18 years and over half study at level 3. Nearly all part-time learners are adults. In work-based learning, 7 learners are on agriculture programmes and 17 on horticulture programmes. About 30 pupils from local schools participate in agriculture and horticulture courses.

STRENGTHS

- high success rates on BTEC National award and BTEC National Diploma courses
- high standard of learners' written and practical work
- good progression to higher level courses and employment
- good practical teaching.

AREAS FOR IMPROVEMENT

- low success rates on part-time and work-based learning courses
- ineffective tutorial practices.

Achievements and standards

44. Achievements and standards are satisfactory. Success rates are good on national awards and diplomas. Success rates on part-time and short courses for adults and work-based learning programmes are poor but improving. Retention in the current academic year is high. Attendance is good. Over two thirds of learners successfully progress to higher level courses or employment. The standard of practical work and vocational skills is particularly good. Many learners show particularly high levels of attainment and produce work of a much higher standard than would be expected for the level of their course.

Quality of provision

45. Teaching and learning are good, particularly in practical classes where theory is well integrated with practical work. Learners develop useful independent learning skills and effective team working skills in group work. They enjoy a wide variety of learning experiences. Practical teaching makes very effective use of the college's estate. In theory lessons, there is insufficient good or better teaching. Teachers use information and learning technology (ILT) increasingly effectively to enhance learning. A few teachers use effective questioning techniques but the majority do not involve learners sufficiently. Assignments

are vocationally relevant and particularly interesting. In a few cases, assessment feedback does not indicate clearly enough how learners can improve their work.

46. The range of courses is satisfactory. Links with industry are good. Learning is enriched through visits to industry-related events and employers' premises. Learners are very well prepared for industrial work placements which provide valuable skill development and career progression opportunities. The range of courses and progression routes is appropriate although, where courses under-recruit, the joint teaching of different year groups is not always appropriate.
47. Support and guidance for learners are satisfactory. Appropriate additional learning support is organised and monitored. Recording and target setting in tutorials are weak. There is insufficient monitoring of tutorials by managers. However, learners receive good individual personal support and coaching from tutors and other specialists. Group tutorials do not place sufficient focus on essential topics such as healthy living.

Leadership and management

48. Leadership and management are satisfactory with some good management of individual courses. Teams work very well together and communication is good. However, the management of key skills is poor and too few learners achieve key skills qualifications. Good arrangements to monitor performance and improve quality are being developed but are not yet fully established. The self-assessment report is broadly accurate in identifying strengths and areas for improvement.

Animal care and equine

Satisfactory: grade 3

Context

49. The college offers a range of full-time courses from entry level to level 3 and a foundation degree in animal management. Part-time and short course provision in animal care is limited. A small equine outreach NVQ programme is offered on a full-time or part-time basis at six equine yards in the region. There are 163 students following full-time courses in animal management and 60 on horse care courses.

STRENGTHS

- high success rates on the BTEC First Diploma in horse care
- good progression to higher level courses and employment
- good practical teaching.

AREAS FOR IMPROVEMENT

- low retention on the BTEC National Diploma in horse management
- ineffective target setting and recording of tutorials.

Achievements and standards

50. Achievements and standards are satisfactory. Success rates on the BTEC First Diploma in horse care are consistently high across several years and were 97% for 2005/06. Learners on this course show particularly high levels of attainment and produce work of a standard much higher than would be expected for the level of their course. Retention rates on the BTEC National Diploma in horse management are low but current in-year retention is satisfactory. Success rates on work-based learning in animal care are particularly good. Although numbers were small, 78% of learners achieved the full apprenticeship. Success rates on part-time NVQ and British Horse Society courses are low.
51. The standard of students' written work is satisfactory. It is good on BTEC First Diploma courses. Most students develop good practical skills. Progression to higher level courses and employment is good. In 2006, 68% of BTEC National Diploma students secured full-time employment and 97% of BTEC First Diploma students progressed into further education or employment.

Quality of provision

52. Teaching and learning are satisfactory. Teaching of practical classes is good, teachers use a variety of activities and resources effectively to develop practical skills. Teaching of theory is satisfactory but some more able learners are not fully challenged. Teachers do not make best use of the IT resources available.

53. Teachers make very good use of small group work to help students to work co-operatively and support one another. Teaching on BTEC First Diploma courses is good and learners achieve good standards. Too often, teachers do not take advantage of opportunities to develop key skills during vocational lessons.
54. The range of programmes is overall satisfactory although there is little part-time or short course provision. Support and guidance for learners are satisfactory. Tutorial practice is inconsistent; whilst there is good personal support for students on an informal level, the recording and target setting processes lack rigor.

Leadership and management

55. Management of the curriculum is satisfactory, the self-assessment process is thorough and the report is broadly accurate. However, insufficient attention was paid to evaluating teaching and learning. Teams work well together and communication is good. Quality assurance systems are being developed well. The management of work-based learning is good. Some specialist animal care resources need updating and there is a lack of IT and catering facilities at the animal care and equine centre. Managers have taken strong action to improve the quality of equine outreach work.

Hairdressing and beauty therapy

Satisfactory: grade 3

Context

56. There are 320 learners on hairdressing and beauty courses. Of these, 262 are on full-time and part-time courses at level 3 in holistic therapies. Most are female, full-time and adults. There are 27 learners on work-based learning apprenticeships and 31 school pupils on an NVQ 1 course in hairdressing.

STRENGTHS

- very good levels of professional and commercial skills development
- good teaching and learning
- very good specialist resources for beauty therapy
- highly effective individual student support.

AREAS FOR IMPROVEMENT

- low success rates on NVQ 2 and 3 beauty therapy
- poor success rates for apprentices in hairdressing
- inadequate practical resources for hairdressing at Melton.

Achievements and standards

57. Achievements and standards are satisfactory. Learners develop very good levels of professional and commercial skills. Acquisition of practical skills is well above the level expected. School pupils working at level 1 are able to complete activities usually carried out by level 2 learners. Learners work at commercial speed and to good commercial standards. Promotion of hygiene, health and safety and client care are particularly good. Success rates for NVQ 2 hairdressing are satisfactory and consistently in line with national rates over the last three years. Success rates on NVQ 2 and 3 beauty therapy are low. Between 2004 and 2006, NVQ 2 success rates were 15 to 23% below national rates. However, current learners' progress is good. Success rates for hairdressing apprentices are poor. Current learners' progress in achievement of NVQ 2 assessments in hairdressing at Melton is slow.

Quality of provision

58. Teaching and learning are good. Effective use is made of question and answer, discussion and small group work to promote learning. Learners' confidence and motivation are developed effectively. Teachers make very good use of commercial examples to illustrate key points. Learners' responses to questioning indicate good levels of understanding. Teachers set high commercial standards in practical lessons. Assessment and verification procedures are satisfactory.

59. Specialist resources for beauty are very good, modern and commercial at both the Melton and Esprit centres. Practical resources are inadequate for hairdressing at Melton. The client base is insufficient to meet learners' needs for carrying out practical activities in hairdressing and too much work is carried out on model heads.
60. The range of provision is satisfactory and appropriate to meet the needs of learners and employers. There are good opportunities for progression from level 1 through to level 3.
61. Support for learners is good. Individual support for learners is highly effective. Learners value the care and attention they receive. Additional learning support is effective and provided promptly by both vocational teachers and specialists.

Leadership and management

62. Leadership and management are satisfactory. Teamwork is good and sharing of good practice is very effective. Quality assurance at course level is satisfactory. Teachers are involved in the development of the self-assessment report, target setting and action planning. The self-assessment report is broadly accurate. There have been good improvements in the management of work-based learning. Regular meetings include standardisation of procedures, curriculum development and monitoring of learner progress. The management of key skills at Melton is poor, but it is good at the Esprit centre. Teachers at the Esprit centre use awarding body work-packs that integrate key skills well into vocational assignments.

Performing arts and media

Satisfactory: grade 3

Context

63. The college offers BTEC First and National Diplomas in media and performing arts subjects, including dance, drama and musical theatre. There are 223 full-time learners. Most learners are aged 16-18. About a quarter of learners are on media courses, the remainder are on the five performing arts courses.

STRENGTHS

- high success rates on the BTEC National Diploma in media
- good practical and performance skills
- good imaginative teaching
- good learning resources.

AREAS FOR IMPROVEMENT

- low success rates on BTEC National Diplomas in dance, drama and musical theatre
- some weak assessment practice.

Achievements and standards

64. Achievements and standards are satisfactory. Success rates on media courses are high, especially at BTEC National Diploma level. In performing arts, on the BTEC First Diploma programme, success rates declined from well above average in 2005 to just below average in 2006. Success rates on performing arts courses are low on three of the four level 3 courses. On the BTEC National Diploma in drama and musical theatre, poor pass rates were a significant contributory factor to these low rates. At the time of inspection, all in-year retention rates were much improved compared to the previous year.
65. In many performing arts lessons, learners' work is of a high standard. Practical work in dance, drama and musical theatre is good. Learners show high levels of commitment and the ability to work experimentally, producing exciting and challenging performances. Their performance discipline is good. Learners' coursework is clearly presented.

Quality of provision

66. Teaching and learning are good or better in most lessons. Teachers are imaginative and inspirational. Media learners use a well developed virtual learning environment. Physical resources, including a range of high quality equipment, support learning well. The Melton Theatre, part of the college campus, is an excellent resource giving learners first-hand experience of theatre life, including being involved with the work of visiting companies.

Teachers do not use opportunities to integrate and develop key skills in vocational lessons well. Teachers' assessment feedback on learners' work is detailed; however, it does not always suggest ways to improve written work.

67. The college has effectively revised and improved the advice and guidance given to learners in performing arts. Entry requirements are now more stringent and include an audition. The range of courses is good and meets the needs and interests of learners very well. Learners are involved in community projects such as performances at local primary schools. The enrichment programme is insufficiently broad to enable learners to take part in a range of activities outside of their vocational subject.
68. Guidance and support for learners are good. Monitoring of progress and target setting have improved and are increasingly effective. Learners appreciate the amount of extra time their tutors give them. Additional learning needs are identified very early in the course and learners receive prompt and effective additional learning support.

Leadership and management

69. Course management is satisfactory. Quality assurance procedures are in place, but are not yet fully established across all areas of work. The frequency of course team meetings has improved. However, meeting notes sometimes lack action plans or identified specific areas of responsibility. The management of key skills is ineffective.
70. Resources are improving and are good. Self-assessment is detailed, thorough and broadly accurate.

Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2002 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	03/04	220	50.0	61.8	-11.8	1,307	48.4	49.3	-0.9
	04/05	244	42.2	65.0	-22.8	1,268	58.5	61.9	-3.4
	05/06**	391	52.0			803	58.0		
GNVQs and precursors	03/04	0				0			
	04/05	0				0			
	05/06	*	*			*	*		
NVQs	03/04	67	52.2	71.0	-18.8	72	34.7	59.4	-24.7
	04/05	69	50.7	60.3	-9.6	58	32.8	70.9	-38.1
	05/06	*	*			*	*		
Other	03/04	153	49.0	60.9	-11.9	1,235	49.2	48.6	0.6
	04/05	175	38.9	65.7	-26.8	1,210	59.8	61.4	-1.6
	05/06	*	*			*	*		

* College data not available

** Unvalidated college data

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2002 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	03/04	245	53.9	61.9	-8.0	374	51.3	54.8	-3.5
	04/05	207	62.3	67.7	-5.4	601	51.2	61.2	-10.0
	05/06**	261	63.0			632	53.0		
GCSEs	03/04	48	54.2			21	57.1		
	04/05	9	33.3			10	70.0		
	05/06	*	*			*	*		
GNVQs and precursors	03/04	0				0			
	04/05	0				0			
	05/06	0				0			
NVQs	03/04	49	34.7	41.3	-6.6	98	35.7	43.2	-7.5
	04/05	73	47.9			224	46.0	54.2	-8.2
	05/06	*	*			*	*		
Other	03/04	147	60.5	63.3	-2.8	255	56.9	56.8	0.1
	04/05	125	72.8	69.0	3.8	367	54.0	62.1	-8.1
	05/06	*	*			*	*		

* College data not available

** Unvalidated college data

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2002 to 2005, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	03/04	329	57.8	65.0	-7.2	404	40.3	49.3	-9.0
	04/05	288	63.5	68.8	-5.3	363	48.5	56.1	-7.6
	05/06**	308	68.0			439	57.0		
A/A2 Levels	03/04	0	0.0			0	0.0		
	04/05	7	85.7			4	100.0		
	05/06								
AS Levels	03/04	65	70.8	70.9	-0.1	7	42.9		
	04/05	41	75.6	76.8	-1.2	4	50.0		
	05/06	*	*			*	*		
GNVQs and precursors	03/04	90	20.0	45.2	-25.2	9	22.2		
	04/05	21	52.4			0	0.0		
	05/06	*	*			*	*		
NVQs	03/04	5	60.0			110	40.9	40.7	0.2
	04/05	13	15.4			79	49.4	45.6	3.8
	05/06	*	*			*	*		
Other	03/04	169	72.8	66.5	6.3	278	40.6	51.6	-11.0
	04/05	206	64.6	67.7	-3.1	276	47.5	57.8	-10.3
	05/06	*	*			*	*		

* College data not available

** Unvalidated college data

Table 4

Success rates on work-based learning programmes managed by the college 2003/04 to 2005/06.

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	84	15	32	51	47
	Advanced	70	34	31	63	48
2004/05	Apprenticeship	191	8	38	35	50
	Advanced	123	17	34	35	48
2005/06	Apprenticeship	107	49	53	64	58
	Advanced	59	29	44	54	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 **
2003/04	Apprenticeship	113	7	16	18	24
	Advanced	80	19	19	28	30
2004/05	Apprenticeship	126	10	22	25	29
	Advanced	75	23	21	28	31
2005/06	Apprenticeship	121	26	33	45	38
	Advanced	62	6	27	27	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 2003/04 to 2005/06.

Year	Number of starts in year	Achieved Objectives *	Progression **	Still in learning
2003/04	5	2	4	
2004/05	20	12	15	
2005/06	29	21	21	

* 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

Outcomes for Employer Training Pilots and National Employer Training Programmes managed by the college 2003/04 to 2005/06.

Year	Number of starts in year	Planned learning completed *	Still in learning
2003/04	350	69	21
2004/05	335	57	4
2005/06	115	15	72

* These are key learning objectives identified for each learner following an ETP or NETP programme