



# Shipley College

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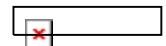
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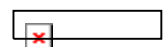
**Basic information about the college**



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Name of college:	ShIPLEY College
Type of college:	General Further Education
Principal:	Jean McAllister
Address of college:	Exhibition Road ShIPLEY West Yorkshire BD18 3JW
Telephone number:	01274 327 222
Fax number:	01274 327 201
Chair of governors:	Ronald Mallinson
Unique reference number:	130534
Name of reporting inspector:	Rhys Evans HMI
Dates of inspection:	14-18 January 2002

**Part A: Summary**



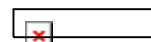
**Information about the college**



ShIPLEY College is a general further education (FE) college situated in the metropolitan area of Bradford. Most of its courses are run in its buildings in Saltaire, namely the Exhibition, Salt and Mill buildings, two of which are leased from the Salt Foundation. It also provides courses in several community bases in the locality. At the time of the inspection, the college had enrolled over 500 full-time students, most of whom were aged 16 to 18, and over 4,600 adults. Almost 1,300 students were enrolled from localities defined as attracting a high widening participation factor by the Learning and Skills Council (LSC). The average points score at entry for full-time students aged 16 to 18 has declined from 4.5 to 3.1. The college offers courses in most areas of learning, the main exceptions being engineering and construction. LSC-funded, work-based learning is supported in five areas of learning and foundation programmes in one area of learning. The college is located in an area of Bradford where there are six schools with sixth form provision, two FE colleges and, in addition, several other providers of training for school-leavers. Most of the employment in the area served by the college is offered by small and medium size employers. Labour shortages in the growing service sector are now significant. Unemployment in Bradford is around 1.5% above the national average. Some 16% of the population of Bradford are of a minority ethnic origin, compared with just over 4% in the Yorkshire and Humberside region. Some 10% of students enrolled at the college are from a minority ethnic background, and 40% of full-time students aged 16 to 18 are of Asian origin.

The college was last inspected in February 1998 by the Further Education Funding Council (FEFC). Two curriculum areas, horticulture and humanities, were awarded satisfactory grades and in one, health and care, the grade was good. Three cross-college areas were judged to be good: quality assurance, general resources and management. Governance and support for students were outstanding.

#### How effective is the college?



Inspectors judged the quality of education and training to be good in horticulture, business, health and care and art and design. Courses in computing, information technology (IT) and mathematics, leisure and tourism, English and social sciences and basic skills and provision for students with learning difficulties were judged to be satisfactory.

#### **Key strengths**

- flexible arrangements for broad range of courses
- effective links with organisations in the community
- good support for students from individual teachers
- thorough monitoring of students' progress by personal tutors

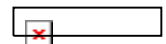
- good resources for learning
- sound financial management
- high pass rates in many subjects.

***What should be improved***

- the accuracy of centrally held data for monitoring performance
- some unimaginative teaching
- students' retention rates on many courses
- the consistency of quality assurance processes to secure improvements
- the co-ordination of basic skills provision.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

**Quality of provision in curriculum and occupational areas**

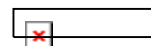


*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5)*

Area	Overall judgements about provision, and comment
Computing, information	<b>Satisfactory.</b> There is a broad and imaginative range of courses. All

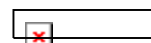
technology and mathematics	teaching is thoroughly planned and most is effective. Resources are good. Retention rates are poor on full-time courses. Part-time retention rates are satisfactory or good, but often part-time students do not gain a qualification within the expected time-scale.
Horticulture and land-based studies	<b>Good.</b> Retention and pass rates are good with the exception of the national diploma course. There is good integration of theory and practical teaching. Students on work-based learning programmes are integrated effectively into the college and supported in the workplace.
Business and administration	<b>Good.</b> Students learn well. Accommodation and facilities are good and courses are well organised. Assessment and feedback to students about their progress are thorough. Pass rates on most courses are good. Teachers provide effective support for individual students and ensure that the contributions of all students are valued. Retention rates on General National Vocational Qualification (GNVQ) courses are below the national average. Small classes on advanced courses reduce some learning opportunities.
Leisure and tourism	<b>Satisfactory.</b> Full-time students have good opportunities for progression. There are good pass rates on GNVQ intermediate and advanced courses. The standards of teaching and learning of most lessons are satisfactory to good, but some lessons have inadequate vocational context and fail to motivate students sufficiently. There are some gaps in specialist staffing and resources.
Child, health and social care	<b>Good.</b> Retention and pass rates are good on most courses. Courses are well managed and meet a wide range of student and community needs. There are missed opportunities in lessons to develop key skills. Some learning activities fail to make appropriate demands of students.
Design and visual arts	<b>Good.</b> The quality of teaching is good. Most pass rates achieved by art and design students are above national averages. Students' practical and vocational skills are well developed in most areas. There are some gaps in specialist resources and weaknesses in accommodation.
English and social sciences	<b>Satisfactory.</b> Pass rates in courses on access to higher education (HE) and General Certificate of Secondary Education (GCSE) English are good. Students achieve well in key skills communication. Pass rates on other English courses were poor in 2001, and retention rates were poor on most of the English and social science courses. Although most teaching is at least satisfactory, some is not well planned or sufficiently demanding. Students' work is marked thoroughly.
Basic skills and students with learning difficulties and/or disabilities	<b>Satisfactory.</b> Courses for students with learning difficulties and full-time English for speakers of other languages (ESOL) students are good, but less effective for those who study part time. Students develop learning skills and progress to FE courses or employment. There are gaps in the strategies to address individual learning needs. There are insufficient arrangements to share good practice in basic skills and ESOL provision for adults.

How well is the college led and managed?



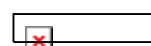
direction for the work of the college. There is effective strategic planning in which governors are appropriately involved. Governors and senior managers know the communities they serve well and are committed to providing equality of opportunity. Through a range of effective links with organisations in the community, the college seeks to meet their needs. Finance is effectively managed. Good information learning technology (ILT) facilities and other resources to support learning are well managed. Curriculum areas are generally well led. Staff development is well resourced and well planned. Much centrally held data are unreliable and do not provide a sound basis for planning and monitoring performance. Curriculum managers rely heavily on information which they have themselves collected. The college has been slow to resolve this issue of unsatisfactory data. Many pass rates compare favourably with national averages. Retention rates in many subject areas have declined since the last inspection. Course review procedures are not implemented thoroughly across all areas and do not focus sufficiently on teaching and learning and declining retention rates.

### **To what extent is the college educationally and socially inclusive?**



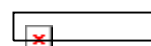
The college's approach to inclusion is good. Governors, managers and teachers demonstrate an awareness of and support for the college's mission to deliver good education and training courses that meet the needs of individual students, communities and businesses in the Bradford district. In line with the core values of the college, staff and managers seek to provide equality of opportunity for students. The college has developed a broad range of courses from entry level through to level 3, that has clear progression routes together with good opportunities for younger students with learning difficulties and/or disabilities. Cultural diversity is celebrated and staff in the college make particular efforts to create and sustain a welcoming atmosphere for all college students. Students report a high degree of satisfaction with the way they are treated. Following the Bradford riots in the summer of 2001, the college has concentrated on helping students and staff to understand and overcome the problems the area has faced.

### **How well are students and trainees guided and supported?**



The college has very good arrangements for pre-entry information, advice and guidance for all prospective students. Staff are well equipped to provide clear and relevant information to applicants. Language support is available as required. Full-time students are screened during induction to determine their level and of competence in key skills to assess any additional learning support that they may require. Students receive a personal and social development programme which includes the wider key skills. Not all students value the chance to improve their key skills. Some opportunities are missed to demonstrate the importance of key skills in a vocational context. Students receive additional learning support alongside their main programme, although the quality of the support is uneven. Personal tutors provide effective guidance for students. They monitor their progress carefully and make good use of a college-devised system for measuring the progress of students against their qualifications at entry. The range of enrichment activities is inadequate. Advice and guidance on careers and HE is good. The college makes effective use of partnerships with employers and community organisations to improve the support available to students.

### **Students' views of the college**



Students' views about the college were taken into account and a summary of their main comments is presented below:

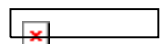
***What students like about the college***

- helpful and responsive teachers, tutors and support staff
- good progression routes and a broad range of courses
- good range of IT courses
- good access to college by public transport
- good advice and guidance
- mature atmosphere for learning.

***What they feel could be improved***

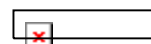
- more opportunities for work experience
- the relevance of training in key skills
- the range of enrichment opportunities
- the planning of some assignment schedules.

**Other information**



The college has two months to prepare an action plan in response to the report. It must show what action the college will take to bring about improvements in response to issues raised in the report. The governors must agree the plan and send copies of it to the Learning and Skills Council (LSC) and the Office for Standards in Education (OFSTED).

## Part B: The college as a whole



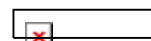
### Summary of grades awarded to teaching and learning by inspectors

Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	63	26	11
19+ and WBL*	78	14	8
Learning 16-18	50	39	11
19+ and WBL*	78	16	6

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

\* work-based learning

### Achievement and standards



1. The college recognises in its self-assessment report that much of the centrally held data available to monitor students' retention and pass rates have been unreliable. Prior to the inspection, the college recognised that student pass rates for 1999/2000 advanced courses were distorted because students who had left the course at the end of year one had not been withdrawn from the database. As a consequence, pass rates for advanced students for 1999/2000, as shown in the data, could well be understated, but retention rates overstated. For 2000/01, the college provided data, some of which was incomplete, before some students had completed their achievements. The most recent data were checked prior to the inspection and much was found either to be unreliable, or lacking in evidence to substantiate the figures. The college produced an alternative set of data for full-time courses, which was checked and found to be mainly accurate. Large numbers of students, who had either not entered for examinations and/or who had chosen to continue their courses beyond the expected completion date, distort data for 1998/99. Some students' pass rates for that year may therefore be overstated. Some students at level 2 were incorrectly recorded as having failed to achieve their qualification successfully.

2. College data suggest that students' pass rates improved at all levels in 2001, following a general decline in the previous year. While pass rates are above national averages, retention rates overall



have declined each year for the past three years to 2001. For students aged 16 to 18, the retention rate in 2000/01 was at the national average for colleges attracting a high proportion of students from disadvantaged areas. For adults, the retention rate was above the national average at levels 2 and 3, but below at level 1. Where students aged 16 to 18 and adults enter for the same qualification, adults achieve higher pass rates.

3. During the inspection the overall attendance rate was 76.7%. Poor attendance in some subjects may have been affected by the mid-year examinations which took place around the time of the inspection. Further details about students' achievements and the quality of particular courses are given in Part C of this report.

### **16-18 year olds**

4. Students' pass rates for General Certificate of Education Advanced-level (GCE A-level) subjects which were at 68% in 1999/2000, were below the national average. College data suggest that these rates improved in 2000/01. In the same year, the average points score for each entry for students taking GCE A-level courses in the college was 5.2, which is similar to the average for Yorkshire, but significantly higher than the average for Bradford. In 1999/2000, the 40% pass rate (A\* to C) for students on GCSE courses was just above the national average. College data suggest that this level of achievement declined to the national average in 2000/01.

5. Students on full-time vocational courses in 1999/2000 performed well. They gained high pass rates at foundation and intermediate level. Pass rates on GNVQ precursors at intermediate and advanced levels were well above national averages. In 1999/2000, the small cohort of students that studied for National Vocational Qualifications (NVQs) performed well at all levels, and achieved pass rates of 100%. College data suggest that the pass rate for 2000/01, at level 2, was much lower amongst a significantly larger cohort. Only 57% of students passed the award compared with a national average of 68% for the previous year. The pass rate of the smaller group of students at NVQ level 3 declined significantly to 25% in 2000/01, according to college data which compares unfavourably with the 1999/2000 national average of 73%.

6. Overall, retention rates in 1999/2000 were mostly around national averages. College data suggest these rates declined in 2000/01 at all levels. The largest single group of students aged 16 to 19 takes NVQ level 2 courses. Too many of these students fail to gain their qualification. In 2000/01, of the 165 students who started, only 46 achieved the qualification in the expected time.

7. The college has designed its own system for determining how, across a wide range of courses, students perform compared with their predicted performance. It shows that more than half of the students perform better than expected. Those students studying care courses performed particularly well in 2000/01; 82% performed better than predicted. The system, however, does not allow valid comparisons to be made with other colleges.

8. Most students in work-based learning are aged 16 to 18 and many are designated as having special needs. The college provided its own data for work-based learning for the inspection which suggested that both retention and pass rates were poor. However, further evidence presented during the inspection suggested that some rates were good. Inspectors concluded that much of the data relating to work-based training could not be relied upon.

### **Adult learners**

9. The largest group of adult students in the college is on foundation courses. In 1999/2000, the overall pass rate of these students was 60%, which is below the national average of 69%. According to college data, this rate improved in 2000/01 to 80%. In 1999/2000, the pass rate of students on intermediate qualifications was poor at 54%, compared with the national average of 68%. This rate improved in 2000/01 to 69%. The college has identified inaccuracies in its recording of achievements in 1999/2000 that may have led to pass rates being understated.

10. The overall pass rate of students on advanced qualifications in 1999/2000 was good at 77%,

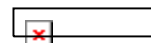
compared with the national average of 69%. This rate improved in 2000/01 to 80%. The pass rates for GCE A-level courses in 1999/2000, at 83%, were above the national average of 78%. This rate fell to 65% in 2000/01. In 1999/2000, a substantial number of students studied for GCSE qualifications. The pass rate at A\* to C on these courses fell from 63% in 1999/2000, to 50% in 2000/01 when there was a significantly smaller group of students.

11. The pass rate for students on access courses was 60% in 1999/2000 and improved in 2000/01 to 86%. In 1999/2000, there were good pass rates for students on vocational courses at foundation and intermediate level. Pass rates for NVQs at levels 2 and 3 appear to be well above national averages, but the data contain many instances of students who have not completed in the expected time. These rates improved in 2000/01 at level 1 and level 2. The pass rate on NVQ level 2 programmes in 1999/2000, at 50%, was well below the national average of 74%.

12. The overall retention rates of adults declined in the three years to 2000/01, although at levels 2 and 3 they remained above the national average. The retention rate on GCE A-level courses fell from the above average rate of 76% in 1999/2000, to 67% in 2000/01. The retention rate on GCSE courses in 1999/2000, at 83%, was above the national average of 69%, but this fell to 64% in 2000/01. In the same period, retention rates on access courses fell from 91% to 87% and for GCSE courses, from a high rate of 83% to a below average rate of 64%. In 1999/2000, GNVQ precursor courses at advanced level showed retention rates of 84%, which compared well with a national average of 74%, but declined to 81% in 2000/01. In 1999/2000, the retention rate on NVQ courses at levels 1, 2 and 3 were high at 88%, 79% and 87% respectively.

13. Students on full-time ESOL programmes and students on the transition to work programme develop learning skills and gain confidence in their interpersonal skills. Most part-time basic skills and ESOL students do not have their progress recognised by a college certificate. An opportunity is thus missed to recognise their progress against their learning goals.

## Quality of education and training



14. Teaching, learning and attainment were graded by inspectors in 130 lessons. Teaching was judged to be good or better in 68%, satisfactory in 21% and less than satisfactory in 11%. The quality of teaching varied across the curriculum and occupational areas in college. The most effective was in business and art and design where there were no unsatisfactory lessons and a very high proportion of lessons that were good or better. The quality of teaching in leisure and tourism, English and social sciences and foundation programmes was below the college average both for the proportion of good teaching and the proportion of unsatisfactory teaching. In lessons where most students were adults, the quality of teaching and learning was better than where most were aged 16 to 18. There was a higher proportion of lessons that were good or better teaching on courses at foundation level than at advanced.

15. In the more effective lessons, teachers used appropriately varied and often imaginative methods to promote students' learning. This approach was a particular feature in business lessons. In horticulture, the teaching in practical lessons succeeded in engaging and motivating diverse groups of students to learn effectively. In the same subject area, there were good examples of the integration of theory and practice. In leisure and tourism lessons, opportunities were missed to set the teaching in an appropriate vocational context. In many subject areas, lessons were generally well planned. However, there were occasions where the needs of individual students were not well met because the planning of the lesson focused on a whole class approach. This shortcoming was not helped by the weaknesses in the design of the college standard lesson plan.

16. The usually good working relationship between teachers and students helps students to learn. They appreciate the willingness of teachers to provide them with advice when they require it both during lessons and through tutorials. In most subject areas, the teachers recognise the different

needs of adult students, in particular the importance of building their confidence when returning to learn, often after a period of absence from education. However, in basic skills lessons for adults, teachers do not always make best use of the good learning resources available. Students on work-based training generally have satisfactory or good opportunities to learn. In horticulture they benefit from good integration of off-the-job and on-the-job training. In health and social care, trainees are encouraged to identify the learning goals for the session and to understand clearly why specific practical activities are planned to help them to develop their understanding and to progress.

17. Most teachers are well qualified and experienced in their subject area. There was a reduction in the number of part-time staff in 2001. The college has faced some difficulty in recruiting specialist staff, especially in computing and IT where staff turnover has, on occasion, disrupted the continuity of students' learning. An analysis of the needs of each curriculum area is used to establish the priorities for staff development. Each member of staff is allocated 60 hours for college staff development activities and a further 35 hours for personal professional development activities. Over 3% of the college's staffing budget is allocated for staff development. When making a request for professional development, staff are required to identify how the activity will benefit students in their sector. All activities are evaluated and an annual report on the effectiveness of the activities is used for future planning.

18. There is a good range of facilities and resources for learning activities. The college has made a major investment in equipment and staff training to support the development of ILT. The ratio of computers to students is 1:5. All computers allow access to the Internet. There is a well-equipped multimedia workshop that provides students with technological equipment that can aid research and improve the presentation of projects. The introduction of improved networking facilities has made on-line learning available in all college buildings and in community centres. All sectors within the college are developing learning materials and placing them on the college intranet. Tutor support is available for students on-line. Computer workshops are located in all college sites.

19. The resource centre is well stocked with a good range of learning materials. Effective links between staff in the resource centre and the curriculum areas ensure that there are sufficient books, software packages, research and project materials to support students' learning. The resource centre and nearby study centre provides students with access to computers and accommodation for small group work or independent study on a drop-in basis.

20. A good range of equipment and resources is available to help students with specific learning needs and include: laptop computers; large monitors; special mouse controllers; adapted keyboards for computers; and induction loops for students with a hearing impairment. A designated budget of £3,500 a year is used to meet the individual requirements of students with specific needs. One computer technician, who has researched available voice-activated software packages, specialised mice and anti-flicker screens, has been identified as the prime contact for students with learning difficulties and/or disabilities.

21. At the college's request, a firm of consultants undertook an audit against the requirements of the Disability Discrimination Act. Good progress has been made with the three-year schedule of building adaptations agreed as a result of the audit to improve access for students with disabilities. All the college buildings and their facilities are now accessible to students with limited mobility. However, these students cannot gain access to the gymnasium and fitness room located in a building leased by the college.

22. Accommodation is well managed and maintained and provides a pleasant learning environment for students. Lessons are generally held in bright, well-decorated classrooms. Attractive displays of students' work are used in many rooms to draw attention to and to celebrate their achievements. They provide a stimulating learning environment. Some lessons are held in rooms that are not appropriate for the size of group or for the type of learning activity. Examples include cramped accommodation with insufficient storage space for art and design students, and rooms that are too big for the smaller groups of students on leisure courses. Room use is high, at over 90%, both during the day and in the evenings. The college also opens for weekend activities. A common college timetable gives students the opportunity to take part in a rather small range of enrichment activities available during the lunch periods and on Wednesday afternoons. Internal signs directing

people to college rooms and facilities are poor. There are insufficient signs in the entrance of college buildings or the corridors to help students or visitors find their way around.

23. Students and staff work in a safe and healthy environment. The health and safety policy is carefully implemented and monitored. Staff and students attend health and safety awareness-raising sessions as part of their induction programmes. All work places are vetted prior to students beginning a work placement; they are then monitored each term or more regularly if issues requiring action are identified.

24. The college's curriculum handbook incorporates comprehensive procedures for organising assessment, internal verification and the moderation of students' work. The students' charter identifies opportunities for students to have their prior achievement accredited. An assessment appeals procedure is also promoted through the charter. However, the range of assessment methods that may be used in courses and the entitlement students may have for assessment are not explicitly referred to, nor are they promoted through students' induction and tutorial literature.

25. There is no reference in the tutorial policy to assessment and how it may have an impact on students' achievement. However, the policy provides a framework and arrangements for students to improve their key skills and to gain accreditation for them. There are clear guidelines for the design of assignment briefs and for undertaking and moderating assessments, including those required in work-based provision. Students' work is assessed thoroughly and returned promptly with constructive comments from teachers to help them to continue to make progress. However, a few opportunities for work-based assessment are missed in horticulture.

26. Internal verification is effective. The college recognised that some students in computing and IT and on leisure and tourism courses faced overload from too many assignments in 2000/01. Action has been taken to reduce the burden on students. The tracking of students' assessments is particularly effective in community-based information and communication technology (ICT) courses.

27. External verifiers' reports have been evaluated and disseminated across the college. In 2000, of the 10 curriculum areas assessed, all achieved the highest rating from external verifiers and only 1 area was required to make minor adjustments to improve performance. Of the seven programmes assessed for 2001, all received the highest rating and only two required actions to make minor improvements. The college's moderation reports for October 2001 recorded the prompt action taken to improve the five weaknesses identified.

28. Relative to the size of the college, a broad range of full-time, part-time and work-based provision is available in most subject areas, and is responsive to local community and employers' needs. Courses are available at entry level through to level 3 where there are both academic and vocational options. Work-based programmes are available in IT, business administration, customer service, foundation studies, horticulture and care. There is a diverse programme of community-based provision offered at over 20 locations. A particular feature is the IT-based initiatives which include UK On-line, Shipley Communities On-line, and a partnership with Bradford city libraries to deliver European computer driving licence (ECDL) courses.

29. Many part-time and full-time students successfully progress to further study, both within the college and on to HE. The college promotional material clearly outlines progression options, particularly in IT. The college has some innovative initiatives that promote progression to HE. An initiative entitled 'Going on, Staying on' links level 3 students with undergraduate mentors. The scheme incorporates visits and presentations, provides specialist advice and guidance on HE and supports application through the universities and colleges admissions service (UCAS) process.

30. Potential applicants to the college receive good pre-entry advice and guidance. Comprehensive and well-designed prospectuses are available, and the college has an informative web site. Literature on student services contains good reference materials on courses. Advisers hold clear information on courses for use in responding to telephone and drop-in enquiries. Multilingual support is available to applicants if required. A partnership of schools, colleges and education services promotes opportunities for post-16 provision. Links with other advice services for adults

further strengthens the range of guidance available to individuals. Students report a high level of satisfaction with pre-entry advice and guidance.

31. The college administers a government pilot initiative for a means-tested educational maintenance allowance. This scheme provides financial reward to full-time students for attendance, punctuality and achievement. The details are explained in a clearly defined policy statement in the student handbook (fax file) on attendance, punctuality, and submission of work.

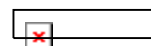
32. Students receive effective on-programme guidance and support. There is a well-integrated approach that includes pastoral support, key skills training, additional learning support, enrichment activities, and personal and social development (PSD). The team of staff responsible communicates effectively and colleagues work closely together. Students and parents have a high regard for the support. The personal tutorial programme is well structured. It is available to all full-time students and many part-time students and work-based trainees. One-to-one tutorials occur on a well-organised schedule, every few weeks. Appropriately detailed individual learning plans (ILPs) enable staff and students to monitor progress together and agree actions for further improvement. However, the large amount of supporting paperwork in the ILP reduces the time and opportunity for constructive discussion. This weakness has been recognised, and the college plans to review the system. There is insufficient suitable accommodation for one-to-one tutorials.

33. The college has made a positive commitment to the development of key skills, which forms one of the core components of the key skills, enrichment and tutorial (KET) programme. The standard of training for key skills is, however, uneven. Most full-time courses undertake work on key skills with a limited level of integration within their main programme of study. Key skills training is ineffective on work-based programmes, and there are missed opportunities for inclusion of key skills on some courses including caring, art and design, leisure and tourism. Some students do not see the value of key skills. The PSD curriculum is well designed and incorporates careers advice, social and health issues, and a series of themed weeks. Topics for the weeks include the environment, HIV/aids, volunteer work, equal opportunities and racism, work experience, international and health issues.

34. Students' needs for additional learning support are identified through interview, information from schools and an effective basic skills assessment screening (BSA) on entry. Approximately 38% of full-time and work-based students receive additional support. The quality of provision is uneven. There is some good support in business, horticulture and care, but some less effective support in lessons for students with learning difficulties. The college experiences some difficulties in recruiting appropriately qualified staff, and is attempting to improve the quality of additional support through staff training. The college offers a relatively small enrichment programme. A small team of dedicated and enthusiastic staff has recently been given responsibility for expanding the programme.

35. The college has a strong community ethos. It has developed valuable and effective links with a number of external stakeholders. Local community groups, employers, local schools, the police and the other two FE colleges hold the college in high esteem for its approach to collaboration and responsiveness. There is significant involvement with local employers. Six employers' advisory panels meet about three times each year. The network of work-experience placements which they have established is a valuable contribution to curriculum development. The college designs dedicated training programmes for local employers, including one major building society. The college also plays a significant role in the Bradford Excellence in Cities scheme, which promotes strategies for the attainment of high educational standards in the area. It contributes to the local community policing initiative in an anti-crime partnership. Police representatives recently worked with students to discuss the implications of the Ouseley report and the Bradford riots.

## Leadership and management



36. The principal and governors set a clear strategic direction for the work of the college. They place particular emphasis on responding to the difficult circumstances of many of the students and the challenges facing the Bradford area. Governors work well with senior managers. They provide support and make appropriate demands. A core value of the college is to ensure equality of opportunity for all its members. The equal opportunity policy is effectively implemented. Cultural diversity is celebrated and students report a high degree of satisfaction with the way they are treated. The college has been active in supporting students and different communities following the Bradford riots and in helping students and staff to understand and overcome the problems the area has faced. The college is committed to developing partnerships to support different communities and provide opportunities that help students to achieve. Such management contributes to the effectiveness of the planning and teaching of courses. Governors and senior managers attach a high priority to the provision of a supportive environment for both students and staff. Communication is good within the college and senior managers consult staff about development.

37. The college recognises in its self-assessment report that some centrally held college management information on students' retention and pass rates is unreliable. It has appointed an information systems developer to improve the collection of data and the generation of reports. Weaknesses were identified in aspects of the college's computerised management information system during the last inspection carried out by the FEFC. Although new software was installed in 2000, the college has been slow to improve in this area. It has not developed an effective system to meet the information needs of managers. Data produced centrally fail to provide a sound basis for determining the performance of the college. Managers and teachers rely heavily on information collected in their own curriculum areas.

38. The college has well-established systems for target setting and quality assurance. Both full-time and part-time courses are reviewed systematically by course teams on an annual basis. The reviews are scrutinised by senior managers to ensure compliance with college requirements. The college recognises that there are inconsistencies in the quality of course reviews. Some are insufficiently evaluative and do not pay enough attention to teaching and learning activities. Insufficiently thorough evaluation in some course reviews was identified as a weakness during the previous inspection. Action plans lack sufficient detail about the actions required to bring about improvement. Course reviews form the basis of the college self-assessment, which is itself an integral part of the college planning and development cycle. A new format was adopted for the 2000/01 self-assessment. Curriculum area reports are not sufficiently evaluative and make too little use of benchmarking and comparative data on the identification of trends and areas for improvement. Action plans are not sufficiently detailed. Overall, unreliable management information reduces the effectiveness of many quality assurance procedures and practices.

39. The college has developed effective lesson observation procedures. Lesson observation contributes to individual staff appraisal and self-assessment. It enables sector heads to gain a clear overview of teaching and learning in the areas for which they are responsible. Information gained through observation is used effectively to plan staff development. The college's assessment of teaching was harsher than that of inspectors. The profile of good or better lessons has improved since the last inspection. However, around 1 in 10 lessons observed remained unsatisfactory, a high proportion which is similar to that found at the last inspection.

40. In most aspects, curriculum areas are well led and managed but there is insufficient attention to action planning to raise standards. There is good teamwork in design and visual arts. In mathematics, computing and IT, there is vigorous and innovative development of courses, but insufficient attention is given to the continuous improvement of the work. In leisure and tourism, responsibilities are clear and, in care, links with the community are well managed. Opportunities for sharing good practice are lost in basic skills due to fragmented management.

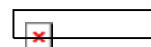
41. College data indicate that at all levels many examination pass rates in 2001 were at, or above national averages, having declined in the previous year. Although the college has a clear quality improvement strategy and provides students with effective support and guidance, most retention rates declined during the three years prior to inspection. The college has recognised this weakness and has secured project funding to provide further support for students who are at risk of not being

able to complete their courses.

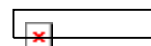
42. Governors contribute effectively to planning. They are committed to the college's mission to deliver high quality education and training that meets the needs of individual students, communities and businesses in the Bradford District. They know the college well and understand the communities that it serves. The board is well supported by the clerk and reports and papers are well structured and well presented. Governors receive manually prepared reports on the performance of full-time courses. Due to the unreliability of some centrally generated performance data, particularly on part-time courses, governors are not in a position to be secure in their judgements about the academic performance of all aspects of the work of the college.

43. Strategic and financial planning is effective and has enabled the college to maintain a healthy financial position. Growth targets have been met and the college has built up appropriate levels of reserves. Finance and the allocation of resources to support learning are well managed. There are effective arrangements for the efficient use of teaching accommodation and for deployment of teaching staff. The workload of teachers is managed centrally and maximises the use of teachers' time. The college has well-established procedures for the costing of courses. The results of the analysis are used as a basis for decisions about the viability of courses and have helped the college develop and maintain a broad range of provision. The strategic plan is influenced by the results of self-assessment. Implementation is expressed in operational plans that are prepared for different college functions and activities. Although clear targets and performance indicators are identified for determining the achievement of strategic objectives, some objectives set out in the operational plans lack clear time-scales and performance measures.

## Part C: Curriculum and occupational areas



### Computing, information technology and mathematics



Overall provision in this area is **satisfactory (grade 3)**

#### **Strengths**

- well-planned teaching and learning
- effective support for individual students in practical classes
- a wide range of courses
- good use of good external links

- effective use of good resources.

### ***Weaknesses***

- poor retention rates
- non-achievement of many qualifications within expected time-scales
- disruption to some learning by shortage to staff with specific skills
- some lacklustre teaching.

### ***Scope of provision***

44. The college offers a wide range of courses and modes of learning. For students aged 16 to 18, there are full-time GNVQ or Advanced Vocational Certificate of Education (AVCE) courses from foundation to advanced level in ICT and a national diploma in computer studies. Part-time day and evening ICT courses use the ECDL scheme and modules from the computer literacy and information technology (CLAIT) and City and Guilds modular IT schemes. These courses offer learning in topics ranging from business applications to hardware maintenance and computer programming. They are taken by a large number of adult students. In mathematics, a large GCSE scheme has day and evening classes. There are also GCE Advanced Subsidiary (AS) courses in mathematics and ICT. There is a programme of work-based learning. College figures show that, at the time of inspection, there were nine students on advanced modern apprenticeship two on foundation level, and a larger number on other work-based schemes. Many of these students are working towards NVQs in using IT or in installing and supporting IT systems. The college carries out commercial in-company training for the local authority and for a large building society, the latter organisation winning an award in 2001 from the Institute of IT Training. There is imaginative new provision, for example the Shipley Communities On-line Partnership, in which seven community centres have students linked by IT to college facilities.

### ***Achievement and standards***

45. The full-time courses have some poor retention rates. The AVCE in ICT, which began in 1998, had retention rates of 26% and 50% for the first two cohorts of students. The GNVQ intermediate, which first ran in 2000, retained only 61% of students. The retention rate on the national diploma, although at or above the national average for two years from 1999, declined below it in 2001. These courses recruit substantial numbers of young male students from disadvantaged areas, some of whom do not see the value of learning. Pass rates for those who remain on these courses are often at or above national averages; for example, the GNVQ intermediate pass rate last year, at 85%, was well above.

46. Part-time courses have satisfactory or good retention rates, attracting mature students with clear



reasons for wanting to study. However, many are either updating specific ICT skills for their workplaces or learning for its own sake. In both cases, they often do not wish to complete the course in a specific time-scale, or indeed at all, if this means completing additional units of study. For example, students can attend a business IT workshop at times to suit themselves using hourly vouchers, but often enrol on complete courses which they may then not pursue. Students on work-based provision also often do not complete in the expected time. For example, in 2000/01, of 20 students in one NVQ level 2 group, 3 obtained the NVQ, and 8 continued on the programme. However, college figures do indicate that over the 3 years from 1999, 6 out of 10 modern apprentices did eventually gain a level 3 qualification. Pass rates in GCSE mathematics reflect national averages, but retention rates are below. Most students at GCSE level are re-sitting the subject having low prior attainment. The college does not sufficiently promote alternative courses that might be more suitable for students with weaker mathematical skills. In lessons, with the exception of a few students on full-time courses, students usually worked well. They were responsive and often showed good standards of understanding in answering questions.

***A sample of retention and pass rates in computing, information technology and mathematics 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
CLAIT	1	No. of starts	358	690	*
		% retention	100	92	*
		% pass rate	62	42	*
City and Guilds 7261 modular IT	1	No. of starts	155	204	180
		% retention	100	69	82
		% pass rate	*	57	69
GCSE mathematics	2	No. of starts	101	81	117
		% retention	60	80	52
		% pass rate	35	33	42
GNVQ intermediate IT	2	No. of starts	**	**	33
		% retention	**	**	61
		% pass rate	**	**	85
GNVQ advanced and AVCE in ICT	3	No. of starts	**	27	18
		% retention	**	26	50
		% pass rate	**	100	75
National diploma in computer studies	3	No. of starts	17	18	24
		% retention	82	67	58
		% pass rate	*	50	71

Source: ISR (1999 and 2000), college (2001).

\* unreliable data

\*\* course did not run

***Quality of education and training***

47. Most teaching and learning activities are well planned. On full-time courses assignments contain appropriately detailed guidance on what is required of students. Some are designed to link to other assignments to increase students' understanding of their work. In the more effective lessons, teachers successfully help students to learn through discussion and questions. They use an

appropriate variety of techniques in group work and presentations. In many lessons, students are encouraged to work at a pace that suits them individually. Additional tasks are available for students who work fast. Most full-time students have a period of work experience. Work placements for work-based students often provide a good range of opportunities to gather evidence of learning for their portfolios. In the less effective lessons, teachers showed a lack of imagination in devising activities to stimulate learning. In lessons where the teacher talked too much, opportunities were missed for students to ask questions and clarify their understanding. Occasionally, teachers were insufficiently critical for students to appreciate what they had to do to improve. Sometimes, teachers did not share objectives with the class, or check that students were making progress. Where teachers had poor question and answer techniques, they failed to ensure that all students were drawn into class discussion.

48. Students have a wide range of ability, and differ significantly in their rates of progress and attitudes to learning. As a consequence, there are considerable demands on teachers in practical ICT classes. However, teachers have a detailed knowledge of individual students, which they use well to provide effective support and to monitor progress. In one hardware class, students worked well as they rotated around a range of computer installation tasks. The teacher succeeded in monitoring, motivating and advising every member of the class.

49. The college makes good use of its external links to improve learning. It is a leading member of a partnership developing on-line links to community centres. As a result, students in community centres are well supported by college staff both in the centres and on-line by tutors in the business skills workshop. There is an ILT advisory committee which is involved with workshops and seminars open to students. It advises on updating and developing ICT learning opportunities.

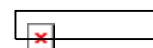
50. Assessment is appropriate. Interesting assignments take account of the range of student activities and many are available on the college network. Teachers mark work thoroughly and provide helpful feedback. Teachers carefully monitor students' progress. Full-time students have their progress checked against targets based on their attainment levels on entry. There is good tracking of the many part-time students who use the business skills centre, including those students out in the community who contact and use the centre remotely via e-mail.

51. The good resources are used well. Accommodation is attractive. Students speak highly of the quality and quantity of handouts and workbooks. There are multimedia resources for some courses and IT facilities are up to date. The business skills workshop is a well-managed and stimulating place in which to learn. There is a high proportion of part-time staff. Many are long standing members of the college and work well as part of course teams. However, there have been several occasions where students experienced a degree of delay or disruption to their studies when the college could not recruit staff with specific skills. The college self-assessment report acknowledges that there have been difficulties in recruiting applicants with appropriate skills in some areas of ICT.

### ***Leadership and management***

52. Different managers hold responsibility for this broad range of provision. However, responsibilities are usually clear. Sharing of some resources is effective and lines of communication are good. Managers responsible for running the courses are effective. They change or modify provision as required. However, course reviews are not sufficiently analytical. This shortcoming, together with inaccurate statistical information from the management information system, has contributed to the failure to identify sufficiently clearly and then rectify weaknesses in retention and pass rates.

### **Horticulture and land-based studies**



Overall provision in this area is **good (grade 2)**

### ***Strengths***

- good retention and pass rates on floristry and GNVQ courses
- good integration of theory and practical teaching
- effective support for work-based learning students
- effective additional learning support for students in class.

### ***Weaknesses***

- low recruitment onto full-time courses
- poor retention and pass rates on national diploma courses
- inadequate access to IT for part-time students.

### ***Scope of provision***

53. The college offers a good range of part-time provision in horticulture, floristry and environmental management. Courses are available at foundation, intermediate and advanced level, including a substantial evening-class provision. They include: NVQs in horticulture; floristry; and environmental studies at levels 1 to 3; Business Technology Education Council (BTEC) first in floristry; Royal Horticultural Society certificate and diploma; and City and Guilds gardening certificate. At the time of the inspection, there were 288 part-time students, of whom 92% were aged over 19. Full-time provision comprises GNVQ land and environment at foundation and intermediate level and a national diploma at advanced level. Recruitment onto these full-time courses is very low. Only 18 were enrolled at the time of inspection, of whom 10 were aged 16 to 18. All the provision is based on the main campus. There were 17 work-based students integrated into the part-time provision, 15 in horticulture and 2 in floristry. The inspection covered the full range of full-time and part-time courses, except the new, integrated day-release foundation course.

### ***Achievement and standards***

54. Retention and pass rates on most courses over the three years from 1999 are good with the exception of the national diploma in horticulture. Retention and pass rates are particularly good on the floristry courses and the GNVQ foundation land and environment course. Floristry students consistently achieve a high standard of creative display. The Individualised Student Record (ISR) data for the NVQ provision in horticulture are unreliable and did not enable inspectors to form an

accurate judgement. College data show retention and pass rates at, or above, national averages. The retention and pass rates on part-time evening classes for adults are good.

***A sample of retention and pass rates in horticulture and land-based studies, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
GNVQ foundation land and environment	1	No. of starts	**	**	12
		% retention	**	**	92
		% pass rate	**	**	91
NVQ floristry	2	No. of starts	10	8	17
		% retention	100	100	71
		% pass rate	100	88	100
NVQ environmental conservation	2	No. of starts	**	**	16
		% retention	**	**	63
		% pass rate	**	**	90
National diploma in horticulture	3	No. of starts	8	7	8
		% retention	75	71	75
		% pass rate	100	60	40

Source: ISR (1999 and 2000), college (2001).

\*\* course did not run

***Quality of education and training***

55. Much of the teaching is good or better, but some is unsatisfactory. In the most effective lessons, experienced teachers used their own and their students industrial experience effectively to integrate the theory and practice. For example, a floristry class began with the teacher introducing a new type of arrangement which was then followed by the use of cut-out coloured shapes of flowers stuck to the board to demonstrate the effects of different colours, shapes or position on an overall design. There was then a step by step demonstration to build up the design, culminating in the students creating their own displays from material they had selected and provided themselves. The quality of practical teaching is high. Students on the final year of the national diploma course were involved in a practical exercise to create a new wildlife pond using a relatively new technique incorporating bentonite into the soil base. They had previously evaluated alternative techniques. Then together they chose the method most appropriate to their situation. Finally, in a group practical, they built the pond incorporating the bentonite. In a few lessons, teachers fail adequately to address the needs of all the students.

56. There is good integration of on-the-job and off-the-job training for NVQ horticulture. Teachers make effective use of the students' work experience. In a practical GNVQ foundation lesson, students mixed together soil, peat, sand, lime and fertiliser to create a potting compost and teachers made good use of the opportunity to reinforce numeracy in calculating the weights and volumes of the various ingredients.

57. Students' portfolios are well organised and provide clear evidence of their attainment of the competencies required. Some portfolios contain insufficient evidence of achievement collected in the workplace. Assignment briefs are clear. Teachers use clear assessment schedules effectively to assess students' work. Many assignments relate to industrially relevant topics. They require the student to collect information, then use it to solve a realistic problem.

58. Teachers give students good additional support in their lessons and on practical sessions. They

combine a good technical knowledge of the subject with the ability to provide individual students with the support they need to learn effectively. Tutorial support for both full-time and substantive part-time students is good and is highly valued. In some groups, action planning is superficial. There is no formal written feedback to employers about students' progress.

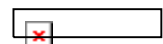
59. Horticulture students appreciate and make effective use of the library. There is only one newly installed computer in the sector and part-time students, particularly those on evening classes, find it difficult to gain access to other computers elsewhere in the college. Good use is made of the practical facilities available on campus and in the locality. There is particularly effective use of local countryside parks by environmental studies students. Workshop provision is inadequate; the room is also used as the tool store and has poor ventilation. Staff are an effective team and, collectively, possess all the necessary skills and experience for the courses on offer.

60. Recruitment onto full-time courses is low. The small size of the groups means that students on different courses or levels are combined and they have a restricted choice of modules. There is a good range of part-time course provision. The employers and supervisors of work-based students have a good knowledge of the NVQ programme, the standards required and the assessment involved. At an employers' day in the college in 2001, they had been involved in mock assessments of NVQ units in order to discuss the various issues raised.

### ***Leadership and management***

61. The sector head provides strong leadership to a small, close-knit team of staff. Sector staff lack confidence in the college management information systems (MIS) data and use their own figures for course reviews. They use a method of calculation to determine pass rates, which is at odds with established benchmark data. For example, two-year courses are treated as two separate one-year courses. Consequently, performance can not be compared effectively with national averages and some instances of poor performance are not identified. Action plans lack target dates and fail to identify which teacher has responsibility for which action. The head of sector collects information directly from the course managers for the self-assessment report and action plan. The report identifies all the problems and has clear action plans and target dates. There is no employer input into the course review process other than for environmental management. One member of the governing board takes a close interest in the work of the sector.

### **Business and administration**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- effective teaching and learning
- good pass rates on business skills courses
- good accommodation

- effective monitoring of students' progress
- effective promotion of equality of opportunity.

### ***Weaknesses***

- poor retention rates on GNVQ courses
- small classes in most advanced courses, which inhibit learning.

### ***Scope of provision***

62. Full-time business courses: for 70 students aged 16 to 18 and 10 adult students comprise GNVQ foundation and intermediate in business; AVCE in business; and level 2 secretarial. Part-time courses include NVQ 1, 2 and 3 in business administration, the national certificate in business and finance, AAT courses and supervisory management programmes. There is a broad range of qualifications in word and text processing, including medical, legal and audio specialisms. The college has a small number of modern apprentices and trainees on administration and customer service programmes.

### ***Achievement and standards***

63. Students perform well in business IT skills examinations at all levels. For example, retention and pass rates in text and word processing are consistently above national averages. Many adult students achieve these qualifications in the business skills centre in short time-scales using flexible attendance patterns. Pass rates on the GNVQ advanced course are also good and completing students achieved higher grades than those predicted for them on entry. Retention rates on full-time GNVQ foundation, intermediate and advanced courses declined in 2000/01 and were below national averages. Most full-time students take additional qualifications such as key skills awards and business skills certificates. At certain times in the year, the assessment and assignment burdens are very heavy and students, particularly the younger ones, find them de-motivating. In 2000/01, several GNVQ students did not complete assignment requirements by the end of the course and had to extend their completion dates into the autumn term 2001.

64. Students have very good IT skills. They are proficient in the use of the Internet and a range of software packages. They use these skills effectively in business assignments and administration portfolios. Although part-time adult students who attend the business skills centre are very well prepared for examinations, they sometimes are unable to explain how they would use their skills in a wider business or office context. Full-time business students respond well in lessons and are usually confident in putting forward ideas and arguments in discussion. Secretarial students quickly develop good word processing and administrative skills, but are more inclined to accept information from teachers with little comment. Some students on the second-year AVCE course demonstrate very good understanding of business and financial concepts.

### ***A sample of retention and pass rates in business and administration, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
GNVQ foundation in business	1	No. of starts	29	23	25
		% retention	76	52	59
		% pass rate	79	75	75
GNVQ intermediate in business	2	No. of starts	16	13	19
		% retention	69	69	47
		% pass rate	91	89	71
Word and text processing	2	No. of starts	235	263	247
		% retention	96	93	86
		% pass rate	91	75	75
GNVQ advanced in business	3	No. of starts	21	31	18
		% retention	86	52	56
		% pass rate	90	100	89
Word and text processing	3	No. of starts	47	153	89
		% retention	98	92	93
		% pass rate	88	*	93
National certificate in business	3	No. of starts	7	23	7
		% retention	71	61	100
		% pass rate	60	71	100

Source: ISR (1999 and 2000), college (2001).

\* unreliable data

### **Quality of education and training**

65. Much of the teaching was good or very good and none was unsatisfactory. Teachers plan their courses and lessons well and are aware of individual students' strengths and weaknesses. In most lessons, teaching materials are well chosen. Some teachers are particularly imaginative in their use of the Internet and role-play activities to stimulate research and debate. Teachers on NVQ 1 and GNVQ foundation courses place a strong emphasis on learning strategies which encourage students to understand how they learn and the methods that are helpful to them. They encourage students to develop good study habits and have high expectations of success. Most teachers favour a balance of exposition, small group activities and individual work, though a minority of teachers talk too much and allow few opportunities for students to think for themselves.

66. Teachers are sensitive to the diverse learning needs of the local community. They address issues relating to equality of opportunity imaginatively and well. Reference to gender, ethnicity and age issues in employment and the community are constructively discussed in lessons. Many students on the NVQ 1 administration course, whose first language is not English, have additional support which focused closely on course requirements. Teachers value students' opinions and working relationships between them are good. An effective sequence of teaching methods and student activities develop understanding and test learning. GNVQ assignments are well designed to ensure that students of differing abilities can make valid contributions to group work. Students value the constructive and frequent feedback that they receive from teachers. Students discuss and agree their individual target grades and assessment deadlines with teachers. Work is promptly marked, often for the next lesson, and always returned within two weeks. Appropriate detailed and constructive written feedback is provided for assignments. On business IT skills courses, students progress at a pace that suits them, working towards many qualifications at different levels. Well-

designed systems monitor and record their individual performance to ensure that progress is regularly reviewed.

67. Recruitment on to advanced level courses, such as the national certificate in business and finance and the full-time AVCE in business, has declined significantly. The Accounting Technicians advanced level course failed to recruit sufficient students in 2001. Those advanced courses running at the time of inspection were barely viable. Such small classes restricted teaching methods and inhibited discussion and thereby reduced the effectiveness of the learning.

68. All full-time students undertake work experience and have opportunities to enrich their studies through visits to local businesses and community projects. A business employers' advisory committee meets twice each year and members give good support on an employers' panel for an AVCE business planning assignment.

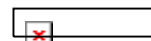
69. The work-based training programme is well organised. There is good co-ordination of on-the-job and off-the-job training. Trainees' needs are identified carefully at the outset, training and assessment are systematically planned and there are regular progress reviews at work and at college in the NVQ workshop. Modern apprentices are given excellent support at the start of their programmes to prepare them for work. Trainees have a good understanding of NVQ processes and of what they have to do to complete their training. Key skills are often seen as a separate rather than an integral part of vocational training and are sometimes not introduced until trainees have completed much of their NVQ portfolios. Some trainees do not finish assessment requirements by targeted deadlines. Greater emphasis is placed on success rates in additional qualifications such as word processing and CLAIT which are not part of framework requirements.

70. Accommodation is spacious. Furnishings are modern. General classrooms have good audio-visual equipment and displays of current business topics. The NVQ workshop and the business skills centre have a welcoming atmosphere. They are well designed for both group and individual work and are very well used. Flexible attendance patterns in these centres meet the needs of many adults who prefer a booking or drop-in facility. The centres are well provided with industry standard hardware and software, modern office equipment and a wide range of paper-based materials. Course handouts are also available on the college network to meet the needs of adults on some part-time programmes.

### ***Leadership and management***

71. Both departments responsible for business education and business skills manage their courses effectively. Part-time staff are invited to course team meetings where there is a real commitment to build on what has already been achieved. Courses are well organised and any staffing or rooming issues are quickly resolved. Teachers set targets for enrolment, retention and pass rates at course level and are familiar with the use of national averages. However, they do not have network access to centrally held up-to-date course performance data. Student retention rates on several courses were poor in 2001, and some action plans to effect improvement were vague. Some course quality assurance reviews take insufficient account of the systematic evaluation of course performance against targets.

### **Leisure and tourism**



Overall provision in this area is **satisfactory (grade 3)**

#### ***Strengths***

- good pass rates on GNVQ intermediate and advanced leisure and tourism courses



- well-targeted support for individual students in lessons
- good progression opportunities for many full-time students.

### ***Weaknesses***

- insufficient vocational context in some teaching
- gaps in specialist staffing and resources
- low student attendance and motivation in some classes.

### ***Scope of provision***

72. The curriculum area has a broad programme of full-time courses at foundation, intermediate and advanced levels and includes: GNVQ foundation in leisure and recreation (sport); GNVQ intermediate in leisure and tourism; the AVCE in leisure and recreation; and the AVCE in travel and tourism. The GNVQ course at foundation level was introduced in 2001. At the time of the inspection, there were 14 student enrolments at foundation level, 36 at intermediate and 42 on the AVCE years 1 and 2. Most students are aged 16 to 18. A part-time evening course for the BTEC retail travel operations certificate is offered, on which there were 12 adult students. The range of courses allows good opportunities for full-time students to progress and a significant proportion of students progress through the successive levels on offer. The curriculum also allows students to undertake other qualifications, in particular, for the leisure and recreation students, a range of sport leadership and coaching awards.

### ***Achievement and standards***

73. Most pass rates on the GNVQ intermediate and advanced level courses are good. At intermediate level the pass rate has improved over a three-year period to 2001, and is above the national average. Retention rates for this intermediate course are also above average. The GNVQ advanced pass rate for 2000/01 is close to the national average. A high proportion of students achieves distinction grades. The retention rate is at the national average and improved in 2000/01 compared with the previous year. Destination data for these advanced level students in leisure, tourism and sport show that 60% progressed to HE to undertake Higher National Diploma (HND) and degree programmes in leisure, tourism and sport management and teacher training. One student had a cricket scholarship with the Middlesex County Cricket Club. A high proportion of the students following the sports course gains additional awards in a variety of coaching and sports leadership qualifications. The retention rate on the current foundation programme is below target and approximately one third of the students had left by the end of their first term.

### ***A sample of retention and pass rates in leisure and tourism, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
GNVQ intermediate leisure and tourism	2	No. of starts	20	22	36
		% retention	80	68	81
		% pass rate	77	73	83
GNVQ advanced leisure and tourism	3	No. of starts	26	10	13
		% retention	81	70	77
		% pass rate	55	83	75

Source: ISR (1999 and 2000), college (2001).

74. Students' written work on intermediate and advanced level courses is often well presented and reveals evidence of good progress in acquiring knowledge and understanding. Project work is often well researched, and uses a good range of sources that confirm that the specialist aspects of travel, leisure and sport have been explored. In some students' work, these sources are not always fully cited. At foundation and intermediate level, students, many from disadvantaged backgrounds and with little prior attainment, make appropriate progress. They are helped by the individual attention given in class by learning support assistants. A number of students have low motivation and their progress is limited by a lack of focus on the requirements of the course. The section identified that some students were overloaded with assignments in 2001 and that this had adversely affected students' performance and their ability to complete work on time. As a consequence, the course structure at intermediate and advanced level has been modified to a semester system to allow students to focus on fewer units and to create more realistic workloads.

#### **Quality of education and training**

75. Although most teaching and learning are at least satisfactory, only a small proportion of the teaching observed was judged to be very good, some was unsatisfactory. In the more effective lessons, teachers quickly established a rapport with students and engaged their interest through a well-judged mix of thoroughly planned activities. In these lessons, teachers fully explained the objectives to the students and made sure that they understood the teaching throughout the lesson. Most teachers displayed good subject expertise, which was particularly effective where the teacher drew upon relevant and recent occupational experience. This feature was evident in some travel and sport lessons, where learning was set in the appropriate vocational context. In other lessons where teachers failed to draw on their experience, opportunities were lost to bring topics alive and capture students' interest.

76. At the time of the inspection, many students were preparing for imminent examinations. While some teachers used imaginative revision methods including quizzes, paired work and self-assessment tasks to enliven lessons, others were less successful in helping students to consolidate their understanding. Many of the students, particularly on the lower-level courses, have fairly short attention spans and low motivation. In a number of revision lessons, teachers did not take sufficient account of these factors and students struggled to sustain their interest over the 90-minute periods. Students of different ability make good progress in developing their IT skills, which many apply effectively in vocational assignments. Students do not so readily grasp the relevance of other key skills lessons, for example, in application of number and communications. This attitude is reflected in low attendance.

77. There is good additional learning support in lessons, particularly at foundation and intermediate level. Some support teachers have relevant vocational expertise. Teachers provide students with good feedback on their marked work. Assignments are set regularly and returned promptly with helpful comments. Internal verification and assessment are well managed. Assessment is thorough and fair. Students' progress is carefully recorded.

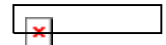
78. Resources to support teaching in the classroom are generally good and are particularly well

supplemented by the facilities in the resource centre. There are, however, gaps in the adequacy of some specialist resources. In particular, the travel office is underdeveloped and does not yet simulate a realistic working environment. Students, however, gain relevant work-based experience through appropriate placements. The gymnasium used by the sports students is cramped; central space is restricted by pillars and there is no wheelchair access. Sports and leisure students on the advanced level courses have well-organised opportunities to undertake physical education activities at local schools. Teachers are appropriately qualified and experienced and some recent appointments have increased the range of occupational expertise in the area of sport, travel and tourism. As a result of growth in student numbers, there are still some shortages of specialist staff in sports coaching and physiology.

### ***Leadership and management***

79. The sector for leisure and tourism is newly formed. There is a clearly defined structure of responsibilities for course co-ordinators and course teams. A regular cycle of meetings is well minuted. There is a high proportion of part-time staff in the section and as a result not all staff can regularly attend meetings. Communication, however, is generally good. Course files are comprehensive. The process of course review is well understood and is implemented consistently. Action points arising from the reviews are identified, but there are no specific time-scales or delegated responsibilities.

### **Child, health and social care**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- good retention and pass rates on most courses
- wide and appropriate range of courses
- effective links between college-based and workplace learning
- well-managed courses
- thorough monitoring of students' progress
- good resources to support learning.

### **Weaknesses**

- missed opportunities for key skills training in lessons
- some insufficiently demanding lessons
- low retention rates on AVCE programmes.

### **Scope of provision**

80. The college offers a wide range of full-time and part-time courses in child, health and social care. Students are able to work towards NVQ, GNVQ, AVCE and BTEC awards. The department offers part-time courses during the day and in the evenings and students can enrol on some courses at several points in the year. Courses are developed in response to requests from employers and the department runs training in community locations. Students are able to progress from foundation to advanced level courses, to employment or HE. At the time of the inspection there were 123 students aged 16 to 18 and 9 adults enrolled on full-time courses, 48 students on government-funded, work-based training schemes and 11 advanced modern apprentices in training. Of the 145 part-time students, 79% were aged over 19. The inspection covered all full-time courses, government-funded, work-based training schemes and a sample of part-time provision.

### **Achievement and standards**

81. There are good retention and pass rates on most courses. The pass rates for GNVQ foundation and advanced courses and on BTEC first and national diploma courses have been 100% in two out of the three years from 1999. However, retention rates on the AVCE course have declined, and in 2000/01 they dropped to below the national average. Students' pass rates on work-based training programmes leading to NVQs in care and early years care and education are also good. All the students achieved their qualification in the 2001.

82. The good standards of attainment of most advanced level students are reflected in their work, both in lessons and in their portfolios. Most students demonstrate their ability to relate theory to work practices. In one lesson, students demonstrated their understanding of how a child progresses through the stages of assimilation, accommodation and equilibrium when developing understanding of a type of animal or making the distinction between 'Daddy' and men in general. However, in a few lessons, the students' standards were below those that would normally be expected for the level and type of programme.

### **A sample of retention and pass rates in child, health and social care, 1999 to 2001**

Qualification	Level	Completion year:	1999	2000	2001
GNVQ health and social care	1	No. of starts	16	15	51*
		% retention	81	87	71*
		% pass rate	100	92	100*
BTEC first diploma in	2	No. of starts	25	19	34*

care		% retention	72	74	82*
		% pass rate	100	100	100*
BTEC intermediate diploma/childcare in the community	2	No. of starts	**	**	57*
		% retention	**	**	74*
		% pass rate	**	**	100
NVQ childcare and education	2	No. of starts	17	20	39*
		% retention	100	90	82*
		% pass rate	83	***	74*
BTEC national diploma/childhood studies	3	No. of starts	47	35	28*
		% retention	100	82	86*
		% pass rate	100	100	100*
GNVQ/AVCE health and social care	3	No. of starts	28	23	21*
		% retention	79	52	62*
		% pass rate	93	42	100*

Source: ISR (1999 and 2000), college (2001).

\* college data

\*\* course not running

\*\*\* unreliable data

### **Quality of education and training**

83. In the most effective lessons, teachers explained the objectives of the lesson clearly. Learning activities engaged all students and teachers used practical examples to relate theory to work practice. In one lesson on Piaget's theories of development, a teacher likened the egocentric stage to having one-dimensional vision. The teacher showed students a picture that could be interpreted as two different images. Students identifying one image in the picture had difficulty in 'seeing' the other even when it was pointed out to them. As soon as they 'saw' the other vision, they then had difficulty seeing their first interpretation of the picture. Students then related this experience to working with young children when they were trying to encourage the child to see something from someone else's point of view. The students were quickly able to identify examples from the workplace of child behaviour to illustrate this stage of development. In a few of lessons, students were not sufficiently challenged by the tasks set. There were occasions when students were required to work through unimaginative tasks without having their learning regularly checked. In one advanced level lesson, the students spent 25 minutes copying notes. Opportunities to develop key skills that occur in lessons and in work-based training are often missed. Students then have separate lessons in order to develop these skills. Assessment activities are fair and appropriate for the stage of learning and level of courses. Students' work is marked promptly and constructive feedback helps them to make improvements. The department has integrated the assessment of key skills into vocational assignments. Support for students is good. Students speak highly of tutorials and the support they receive from teachers.

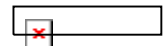
84. The quality of work-based training is good. Training is coherently planned. There is an effective co-ordination of learning in college and in the workplace. Well-designed practical assessment activities and assignments reinforce links between theory and practice. Work-based supervisors have a clear understanding of the college components of the programme.

85. Good resources support learning. Most lessons are located in bright classrooms that have attractive wall displays of students' work. Effective communication between teachers and staff in the well-stocked resource centre results in students using appropriate research materials. Practical equipment is identical in college and the workplace and is maintained in good condition.

### ***Leadership and management***

86. The department is well led and well managed. Clear targets are set against which standard can be measured at department, course and individual student level. Educational achievements on entry are used to set targets for individual students whose progress is then monitored by teachers and tutors. Course teams meet regularly to review their courses and the progress students are making. A good range of enrichment activities involves students in working towards additional qualifications and contributing to college exhibitions on health related topics. `International Days' are used in the department to celebrate diversity and develop understanding of the wide range of cultures represented in the student cohorts.

### **Design and visual arts**



Overall provision in this area is **good (grade 2)**

#### ***Strengths***

- a broad range of courses
- good pass rates
- good teaching
- sound practical skills
- effective support for students
- effective links with industry and the community.

#### ***Weaknesses***

- poor student motivation in IT key skills lessons
- insufficient development of drawing from the figure for full-time students

- inadequate space, display and storage in open-plan studios
- insufficient resources in IT for graphic design.

### ***Scope of provision***

87. The college offers a broad range of full-time and part-time courses. At the time of the inspection, 35 students were enrolled on full-time FE courses at foundation, intermediate and advanced levels and 472 on part-time courses. The department's programme contributes to widening the participation of local people in FE through part-time courses, examples include, the art access programme and a range of courses in crafts, art and design and performing arts both at the main campus and in a range of community venues. Courses are well designed to meet the needs of individual students. Students can study a range of additional subjects, including film studies, media, graphic design and life drawing at advanced level. The section has effective links with community groups and employers. Full-time students value the experience provided by work placements related to art and design. Students' projects, such as flag designs for local festivals, enable students to gain valuable experience of working in the community.

### ***Achievement and standards***

88. Pass rates are good for students on full-time and part-time courses. In the main, they are above the national average. In GNVQ foundation art and design, the pass rate has been consistently good and in 2001, was significantly above the national average. Similarly, the GNVQ intermediate art and design has had good pass rates which are well above the national average. On the advanced course, pass rates reached the national average in 2001. Attainment is good for students studying a variety of part-time courses at level 1. Pass rates have been consistently good in water colours and craft skills. The retention rates on most courses are satisfactory. Although there has been some fluctuation in retention rates over a three-year period from 1999, retention rates on most courses are close to the national average. On the GNVQ intermediate and advanced courses in art and design, there were improved retention rates above the national average in 2001.

### ***A sample of retention and pass rates in design and visual arts, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GNVQ foundation art and design	1	No. of starts	5	11	12
		% retention	100	82	75
		% pass rate	0	78	89
NCFE watercolours	1	No. of starts	*	228	233
		% retention	*	84	86
		% pass rate	*	90	90
NCFE practical craft skills	1	No. of starts	*	74	101
		% retention	*	88	81
		% pass rate	*	82	90
GNVQ intermediate art	2	No. of starts	11	7	10

and design		% retention	100	57	80
		% pass rate	73	100	88
GNVQ advanced art and design	3	No. of starts	10	14	7
		% retention	100	91	100
		% pass rate	71	50	86

Source: ISR (1999 and 2000), college (2001).

\* unreliable data

89. A good standard of practical skills is evident in students' work. Portfolios demonstrate students' knowledge and skills in a range of techniques and contain evidence of exploratory work, research, design and well-presented finished artwork. Theory is effectively related to practical work and students have a good range of relevant skills including drawing, basic design, colour, texture, paint and presentation. Advanced level students develop appropriate skills in research and critical analysis. However, there is insufficient drawing from the figure for full-time students. There is poor recruitment and attendance at the evening class that offers the additional subject in life drawing for full-time advanced students. Of the seven students enrolled on the course, very few regularly attend. In key skill lessons in IT, students exhibit poor behaviour and a lack of motivation to learn. Many students are unclear on how key skills are being introduced into vocational courses and their relevance to art and design. In a few classes, records of punctuality and attendance are poor. Students progress successfully to other courses within the college, to employment and to HE. Of the students who completed the advanced course in art and design, 72% progressed to HE.

### **Quality of education and training**

90. Most teaching is good and none is unsatisfactory. Lesson planning is thorough and related to comprehensive schemes of work. Learning is primarily achieved through the completion of well-designed, challenging assignments and projects. Teachers explain the projects clearly to students. Projects have clear aims and objectives, appropriate assessment criteria and deadlines for completion. In the most effective lessons, once students have developed a basic understanding of the subject and have efficient skills, they are given freedom in the interpretation of ideas and are encouraged to explore their own interests. In one art lesson, students were given themes to explore in the local art gallery. Each student was encouraged to develop an individual style and to experiment with new techniques and materials. Many teachers use their experience as practising artists and designers to motivate students. They use visual aids and resources effectively to stimulate ideas and to link practical work with historical and contemporary aspects of art and design. In the less effective lessons, teachers did not systematically check that students were not underachieving in their work. They also did not structure the learning activity to maintain students' interest and challenge the more able students. On the whole, however, assessment is thorough and teachers provide regular and helpful feedback that enables students to improve their work.

91. There is good support for students. Students are given impartial advice about the most appropriate course and know what is expected of them. Those with specific learning difficulties such as dyslexia are well supported. All full-time and part-time students have tutorials and value the regular meetings with their personal tutors. They receive good career advice and guidance and additional specialist advice from teachers. Parents and guardians receive regular reports on progress. Teachers are well qualified and have a range of specialist expertise. Specialist resources and accommodation are satisfactory. However, there is lack of working space, display and storage for students' work in the open plan studio. Although the accommodation is used creatively by teachers, there is often noise and disruption from shared use in the studio. There are insufficient specialist resources in IT for graphic design. Students have insufficient access to an appropriate range of art and design software, printers and scanners. There is insufficient technician support.

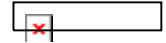
### **Leadership and management**

92. The subject area benefits from effective leadership and good communication. The regular



meetings at section and course team level focus on students' progress, and on attendance, retention and pass rates. Course teams generally follow the college's quality assurance procedures, but insufficient attention is paid to evaluating the quality of teaching and learning in course reviews. Teachers are enthusiastic and teamwork is good. Teachers often meet to discuss the content of projects and assignments. A programme of lesson observations has been effective in identifying areas for development and also helps to promote informal sharing of good practice.

## English and social sciences



Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- good pass rates in access to HE and GCSE English language
- very thorough marking of students' work
- good learning resources and accommodation
- comprehensive support for students.

### ***Weaknesses***

- poor retention rates in many courses in 2000/01
- poor pass rates in GCE A-level English literature and GCE A-level psychology in 2001
- some insufficiently demanding teaching.

### ***Scope of provision***

93. The college offers a range of provision in English, social sciences and key skills communication. GCSE English language and GCE AS and A-level courses in English language and literature, English literature, law, sociology and psychology are offered on a full-time or part-time basis. A part-time access to HE programme offers a choice of units including criminology, law and psychology. All

full-time students at the college take key skills courses, including communication at level 1, 2 or 3 as appropriate. At the time of the inspection there were 29 full-time students on the GCE AS and A-level programme, and 180 part-time students on the GCSE, GCE AS and A-level and access courses. There were 563 full-time students taking key skills communication. Most of the full-time students are aged 16 to 18, while most of the part-time students are aged over 19.

### ***Achievement and standards***

94. On many courses, retention rates fell significantly in 2000/01 to below the national averages. Retention rates on the new GCE AS courses were good in 2000/01, and in key skills communication they averaged 72%. Pass rates on the access programme and in GCSE English language are good, but fell below the national averages on the other English courses and in GCE A-level psychology in 2001. A pass rate of 100% had been achieved in GCE A-level English literature in the previous two years. Pass rates in key skills communication are good.

95. In most lessons, students work well on their own, in pairs or small groups. They are generally attentive and many contribute well to class discussion, although this activity often requires the encouragement of the teacher. Many of the students, particularly the younger ones, have relatively weak powers of oral expression. Most work demonstrates achievement at appropriate standards, and is usually well presented. Students on most of the courses are highly motivated, but there is poor motivation in some of the key skills communication lessons. Many of the access students attend a staffed homework club, which runs at lunchtime on three days a week. There is good progression from the advanced courses to HE. All access students who applied to university in 2001 were successful in gaining entry. Students are punctual. Attendance in some classes during the inspection was adversely affected by students attending in-year examinations in other subjects.

### ***A sample of retention and pass rates in English and social sciences, 1999 to 2001***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GCSE English language	2	No. of starts	59	66	58
		% retention	73	89	52
		% pass rate	68	51	63
GCE A-level law (1 year)	3	No. of starts	39	41	7
		% retention	92	78	100
		% pass rate	50	56	71
GCE A-level psychology	3	No. of starts	16	37	48
		% retention	88	89	51
		% pass rate	0	83	67
GCE A-level sociology	3	No. of starts	13	13	16
		% retention	92	85	38
		% pass rate	60	56	*
Access to HE	3	No. of starts	**	9	33
		% retention	**	89	45
		% pass rate	**	100	88
GCE A level English literature (2 year)	3	No. of starts	10	15	15
		% retention	60	67	27
		% pass rate	100	100	75

Source: ISR (1999 and 2000), college (2001).

\* unreliable data

\*\* course not running

### **Quality of education and training**

96. The courses are well planned. Schedules of work are appropriate and suitably detailed. Lessons are carefully prepared and well structured, and most are well managed. Teachers generally set appropriate tasks and activities to develop students' knowledge and understanding. They make effective use of well-chosen handouts and other materials, which they have often produced themselves, to aid teaching and learning. The content of key skills communication lessons usually relates to the students' vocational specialism, or to their personal and social development programme. Sometimes the students cannot see the relevance of the content and lose interest. Most lessons contain an appropriate variety of activities, for example, whole-class, teacher-led discussion, group work, and individual work. For example, there was a well-managed, second-year GCE A-level psychology lesson on the potentially difficult topic of death and bereavement. The teacher used a range of techniques including questioning and discussion, played a relevant video-recording, and conducted a survey amongst the class members to ensure that students developed a very good understanding of the topic from a psychological perspective. Some of the less effective lessons lack momentum and provide too little challenge to the more able students. Some teachers fail to select activities which make the best use of the lesson time available. The college's standard format for a lesson plan, which does not require teachers to specify their aims and objectives, but rather to focus on the activities to be required of students, is unhelpful in encouraging teachers to address their weaknesses.

97. Teachers are appropriately qualified and experienced. Working relationships between teachers and students are friendly and informal, and students speak very highly of the help and support they receive from their teachers and tutors. Induction programmes help students to settle quickly into the college and their courses. All full-time and access students have tutorial support built into their programmes, and there are arrangements to ensure that other part-time students receive individual support as required. Teachers review students' progress regularly and agree action plans for improvement with them. Additional support, provided centrally, is available as required for students who need to improve their basic or key skills.

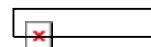
98. Teachers mark students' work thoroughly and provide useful written comments to encourage them and help them improve. Students' work is usually returned to them within two weeks of submission. Moderation or verification of students' coursework is thorough and meets the requirements of the awarding bodies.

99. The resource centre has a very good collection of books, periodicals, video and audiotapes, and CD-ROMs to support all courses. It also provides a service which students welcome by making available for purchase the required course textbooks. Teaching and learning materials for key skills communication are appropriate and extensive, and are located in the college's study centre and in various base rooms. Classroom accommodation is clean and attractive. Furniture can easily be moved to suit different purposes.

### **Leadership and management**

100. There is effective management of the provision on a day-to-day basis. College policies and procedures have been fully implemented. The unreliability of data provided by the college's central management information system creates difficulties for managers. Course team meetings and staff development events are held regularly. Record keeping at course and sector level is good. Targets are set at course level for recruitment, retention and pass rates. Student satisfaction surveys, which include feedback on individual lecturers, are thoroughly analysed and used as a basis for development and improvement. A system of annual course review, which includes recommendations for improvement, feeds into the sector's self-assessment.

## Basic skills and students with learning difficulties and/or disabilities



Overall provision in this area is **satisfactory (grade 3)**

### ***Strengths***

- well-managed programmes for full-time students with learning difficulties and for ESOL students
- good retention and pass rates on programmes for students with learning difficulties and full-time ESOL students
- effective tutorial support for students with learning difficulties and full-time ESOL students
- effective teaching on courses for students aged 16 to 19.

### ***Weaknesses***

- insufficient provision for basic skills
- gaps in the assessment and provision of support to meet students' learning needs
- some ineffective learner support arrangements for students with learning difficulties
- fragmented management of part-time basic skills and ESOL courses
- some poor teaching on courses for adults.

### ***Scope of provision***

101. The college offers a full-time 'Transition to Work' course, a work-based learning programme, 'TRACS', for young people with learning difficulties and a full-time course for second language students aged 16 to 18. There is a part-time course for adults with learning difficulties and part-time basic skills and ESOL courses in the college and in the community. At the time of the inspection there were 45 full-time students, 24 work-based learning students and 120 part-time students. Courses for students with learning difficulties and the full-time ESOL course lead to qualifications at entry level and level 1. Students on basic skills and part-time ESOL courses do not work towards a qualification.

### ***Achievement and standards***

102. Retention rates are at, or above, the national averages on full-time courses for students with learning difficulties aged 16 to 19 and on the vocational preparation course for ESOL students aged 16 to 18. The pass rate for students on City and Guilds level 1 preliminary cooking is excellent. However, the pass rates for students and part-time adult students with learning difficulties and/or disabilities on the course for the vocational access certificate at entry level is poor, even when partial achievement of units towards the full qualification is taken into account.

103. Data presented to inspectors during inspection week, but not validated, indicates that, in 2001, the pass rate for full-time ESOL students in City and Guilds Wordpower and Numberpower was 100%. Other non-validated data indicated that 78% of students aged 16 to 18 on the work-based learning 'TRACS' course completed the course, and of these, 64% achieved an NVQ 1 over two years in preparing and serving food. This achievement compares well to the national average. Other data held by the course team indicate that, in addition to their main qualification, all transition-to-work students have passed entry level achievement tests in literacy and numeracy. Course records indicate that good retention and pass rates have been maintained over the period 1999 to 2001. No curriculum table will be published because there is insufficient reliable college data available.

104. Most students on part-time basic skills and ESOL courses are not working towards qualifications and do not have their work recognised by college certification. This is a missed opportunity to recognise the progress students make against their learning goal. Students on the TRACS, transition to work and full-time ESOL courses develop learning skills and gain confidence in their interpersonal skills. They often question tutors to clarify their understanding before taking practical tests. Many of the students on the transition to work course progress to the work-based learning TRACS programme, from where they go on to gain employment.

105. Most students are punctual and the tutor always deals appropriately with any lateness.

### ***Quality of education and training***

106. There is a purposeful atmosphere in which students quickly settle down to work. Most young students are confident in their learning and take an active part in group and paired discussions, question and answer sessions and in practical lessons. In the more effective lessons, tutors challenged students to extend their learning by making links between different aspects of the programme. For example, in an ESOL numeracy lesson, the tutor used food menus to teach estimation and money calculation. At the same time, the students were questioned about their knowledge of foods from around the world and used dictionary skills to check the spellings. They enjoyed the lesson and extended their oral and social skills through paired discussion to complete the tasks.

107. Lesson plans do not show how students' learning will be assessed, nor do they include plans for meeting different learning needs. In a lesson where learning was being recorded as evidence for a portfolio, some young students were copying text without understanding the content. In an ESOL lesson, students were given tasks below their ability and were asked to use resources which were not suitable to meet the objectives.

108. In a number of lessons for students with learning difficulties, the support provided by learner support workers was ineffective. Teachers did not always take enough account of the length of

lessons in their planning. As a consequence, activities went on too long and young students become bored. Only in the most effective lessons did the tutor carry out a thorough review of the aims and objectives of the lesson and record students' learning.

109. The accommodation for students with learning difficulties and full-time ESOL students is bright, welcoming and well maintained. Resources are adequate. Students' work, information about the course and records of visits and activities are displayed. The accommodation for the small adult basic education and part-time ESOL provision is poor. The room is too small and it is not possible to do oral work or role-play, or for the tutor to work with students on a 1:1 basis effectively. Most teachers have a teaching qualification, but few have specialist qualification in learner support, basic skills or ESOL.

110. There are good arrangements for initial assessment in provision for students with learning difficulties and/or disabilities and for full-time ESOL programmes. Where courses lead to qualifications, there are appropriately detailed records of students' progress. However, in a few cases, students are assessed as having achieved an element of a unit where there is little evidence to support the claims. There are procedures for initial assessment in part-time ESOL and adult basic education (ABE), but they are not being used consistently either in college or in community provision. As a result, some students do not have their learning needs adequately met.

111. In programmes for students with learning difficulties and for full-time ESOL students, there are good links with external organisations, including social services, schools, careers services and employers. School pupils are offered taster course and visits to the college so that they are well informed of the options.

112. The work-based learning TRACS courses for students with learning difficulties and/or disabilities provides realistic working opportunities that often lead to employment. The students follow an NVQ level 1 qualification and a range of other additional qualifications. Work experience is an integral part of the transition to work and vocational preparation programmes. The college recognises that the basic skills programme is insufficient both in terms of where it is offered and the volume of provision. The college plans to expand the programme.

113. The programmes for students with learning difficulties and/or disabilities and full-time ESOL programmes have rigorous and well-documented procedures covering transition from school and liaison with careers and social services. All students are assessed to identify the additional support needs and to ensure that they are placed on the correct programme. There are good arrangements for students to transfer between programmes where progress reviews show this is appropriate. The personal and social development curriculum is comprehensive and helps the students develop good learning and personal skills. The 1:1 tutorial system is well structured and effective for full-time students aged 16 to 18. Staff give additional and informal support to students and they are knowledgeable about their students.

### ***Leadership and management***

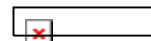
114. The programmes for students with learning difficulties and ESOL students are well managed. There is good course documentation that is used to ensure that tutors adhere to the aims and objectives of the programme. Courses are monitored at team meetings and through the review process. Student satisfaction surveys show that expectations are met and that they make good progress.

115. There is fragmented management on the part-time basic skills and ESOL courses which impedes the co-ordination of the curriculum across the provision. There is inconsistent implementation of procedures, which has an adverse effect on students' learning. Opportunities are missed to share good practice in teaching and learning, to develop and share learning materials and to implement consistent quality assurance systems across basic skills and ESOL in college and in the community.

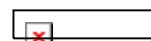
116. Course reviews and self-assessment reports in this area lack specific action and targets. The

basic skills action plan is ambitious and does not have clear milestones and action to improve the quality of the provision.

#### Part D: College data



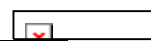
**Table 1: Enrolments by level of study and age**



Level	16-18 %	19+ %
1	24	29
2	40	18
3	21	12
4/5	0	0
Other	15	41
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Provided by the college in autumn 2001.

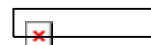
**Table 2: Enrolments by curriculum area and age**



Curriculum area	16-18 No.	19+ No.	Total Enrolments %
Science	1,115	2,224	30
Agriculture	20	222	2
Construction	7	5	0
Engineering	0	0	0
Business	582	1,167	16
Hotel and catering	280	354	6
Health and community care	360	803	10
Art and design	142	580	6
Humanities	1,854	1,112	26
Basic education	89	357	4
<b>Total</b>	<b>4,449</b>	<b>6,824</b>	<b>100</b>

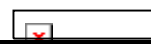
Source: Provided by the college in autumn 2001.

**Table 3: Retention and achievement**



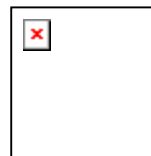
A table of data showing trends over 3 years is not published. The data available contains significant numbers of students shown as continuing their studies and/or data which the college has shown to be unreliable.

**Table 4: Quality of teaching observed during the inspection by level**



Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3(advanced)	56	33	12	52
Level 2 (intermediate)	76	17	7	30
Level 1 (foundation)	85	8	7	26
Other sessions	68	18	14	22
<b>Totals</b>	<b>68</b>	<b>21</b>	<b>11</b>	<b>130</b>

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