



# Barton Peveril College

## CONTENTS

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### [Basic information about the college](#)

#### [Part A: Summary](#)

[Information about the college](#)

[How effective is the college?](#)

[Quality of provision in curriculum and occupational areas](#)

[How well is the college led and managed?](#)

[To what extent is the college educationally and socially inclusive?](#)

[How well are students and trainees guided and supported?](#)

[Students' views of the college](#)

[Other information](#)

#### [Part B: The college as a whole](#)

[Summary of grades awarded to teaching and learning by inspectors](#)

[Achievement and standards](#)

[Quality of education and training](#)

[Leadership and management](#)

#### [Part C: Curriculum and occupational areas](#)

[Science](#)

[Mathematics](#)

[Information and communication technology](#)

[Business](#)

[Sport, leisure and tourism](#)

[Performing arts and media](#)

[History, geography and sociology](#)

[English communications and modern foreign languages](#)

[Part D: College data](#)

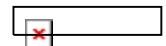
[Table 1: Enrolments by level of study and age](#)

[Table 2: Enrolments by curriculum area and age](#)

[Table 3: Retention and achievement](#)

[Table 4: Quality of teaching observed during the inspection by level](#)

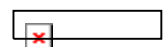
**Basic information about the college**



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Name of college:	Barton Peveril College
Type of college:	Sixth Form College
Principal:	Godfrey Glyn
Address of college:	Cedar Road Eastleigh Hampshire SO50 5ZA
Telephone number:	023 8036 7200
Fax number:	023 8036 7228
Chair of governors:	Professor Gary Akehurst
Unique reference number:	130701
Name of reporting inspector:	Maggie Hollingsworth
Dates of inspection:	8-12 April 2002

**Part A: Summary**



**Information about the college**

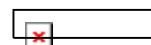


Barton Peveril College is located in Eastleigh, Hampshire, six miles from Southampton. It was established as a sixth form college in 1973. The college serves the borough of Eastleigh and neighbouring rural communities, and recruits increasing numbers of students from Southampton and Winchester. There are six other colleges in the local area. One of these, Eastleigh College, is less than half a mile away. The college is growing and the proportion of adult students is rising. At the time of the inspection, the college was undergoing a substantial building programme to upgrade its facilities and accommodate additional students. Many lessons were being taught in temporary classrooms. In 2000/01, the college enrolled over 1,800 students aged 16 to 19, and over 1,200 adults. The college offers courses in 7 of the 14 areas of learning. Some 60% of total enrolments are in humanities, 17% are in science and 13% in art and design. The majority of students aged 16 to 18 are full-time and studying at level 3. Adult provision is at a variety of levels. Most adults study part time. The college provides an extensive programme of enrichment activities that includes a wide variety of visits abroad and many team sports.

During the inspection, all students studying art were involved in examinations and only a limited range of lessons in photography and design technology was being taught. Although a sample of these lessons was inspected, the number of students was too small to justify a grade for the curriculum area.

The college's mission statement is 'to be a centre of excellence in post-16 education, adding value to our students' experience and levels of achievement'.

### How effective is the college?



The quality of education is outstanding in three, and good in five, of the curriculum areas inspected. Pass rates on level 3 courses are high. Enrolments have been increasing. Overall retention rates have improved to around the average, although there are low retention rates on some courses. There is much good teaching. Students receive good guidance and support.

### **Key strengths**

- high pass rates by students
- much good or very good teaching
- effective guidance and support for students
- thorough assessment and rigorous monitoring of students' progress
- an extensive enrichment programme

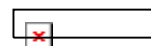
- a stimulating learning environment
- good leadership, with an open and consultative management style.

***What should be improved***

- retention rates on some courses
- provision for key skills
- consistency of tutorial sessions.

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**

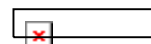


*The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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
Science	<b>Good.</b> Most teaching is good, although a few lessons do not meet the needs of all students. There are high pass rates in General Certificate of Education Advanced-level (GCE A-level) sciences, but low pass rates on General Certificate of Secondary Education (GCSE) courses and GCE Advanced Subsidiary (AS) electronics. The standard of project work in chemistry and biology is high. Retention rates on two-year courses are low.
Mathematics	<b>Good.</b> Teaching is good. Pass rates on GCE A-level pure mathematics and GCE AS mathematics courses are above averages: retention and pass rates were poor for School Mathematics Project (SMP) A-level mathematics. A small amount of teaching lacks variety. There is good support through additional workshops for students. Assessment and monitoring of progress are thorough.

Information and communication technology	<b>Outstanding.</b> Very high standards of teaching and excellent resources result in exceptional pass rates and high retention rates. There is a very good range of well-managed courses with good progression to higher education (HE).
Business	<b>Good.</b> There is much good teaching. Pass and retention rates for most courses are good. Students' progress is monitored effectively. Students benefit from a wide range of enrichment opportunities. Course reviews are not implemented sufficiently rigorously. Cramped temporary accommodation restricts teaching and learning styles in some lessons.
Sport, leisure and tourism	<b>Good.</b> There are well-planned, stimulating lessons that are taught with enthusiasm. Pass and retention rates are at, or above, national averages in most courses, and achievements in sports are outstanding. The leadership of physical education is effective. Teachers in leisure and tourism have insufficient industry-based experience. Facilities for physical education are poor.
Performing arts and media	<b>Outstanding.</b> Much of the teaching is very good or excellent. Pass rates on many courses are very high. Performance and practical work are good. Guidance and support for students are very effective. There is thorough assessment and constructive feedback to students. Accommodation is inadequate for performing arts and drama.
History, geography and sociology	<b>Outstanding.</b> Most teaching is good or better. Teachers have high expectations of students and use a wide range of resources effectively. There are high pass and retention rates at GCE AS and A level and the proportion of high grades is well above national average. Comprehensive assessment, close monitoring of students' progress and effective course management contribute to outstanding achievement by students.
English communications and modern foreign languages	<b>Good.</b> Much of the teaching is good. Pass rates on most courses are high, but retention rates on some GCE A-level courses and some adult language courses are low. The standard of oral work in modern foreign languages is very good. Teachers monitor students' progress rigorously. The management of adult education provision in languages is unsatisfactory.

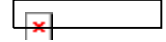
### How well is the college led and managed?



Leadership and management are good. Managers have addressed many weaknesses identified in the last inspection. Staff and governors work together with a strong sense of common purpose to serve the students' best interests. Governors set a clear, strategic direction for the college and monitor the quality of teaching and of students' pass and retention rates. The principal and senior managers adopt a consultative management style and encourage open debate. Internal communication is good. Most curriculum areas are well managed, but there are some weaknesses in business and modern foreign languages. The college's quality assurance procedures are good and provide a secure basis for self-assessment, action planning and target setting. The college has continued to grow, exceeding its targets for both full-time enrolments and for the newer adult education programmes. Pass rates have improved steadily and are above national averages for students aged 16 to 18 at level 3. Overall, retention rates are also improving. The proportion of good or better teaching has increased significantly since the last inspection. Management information systems are improving and reports are more useful, timely and accurate. The college manages its

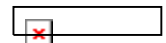
opportunity.

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



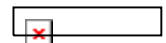
The college's approach to inclusion is satisfactory. It provides courses for school-leavers at level 2 that enable them to progress to level 3. Literacy support and additional lessons are readily available. Support for the small numbers of students with sensory impairments or physical disabilities is good. There is a very small proportion of students from ethnic minority communities that broadly mirrors the local demographic profile. The college monitors students' achievements overall and by ethnicity and gender, but does not promote its equal opportunities policy nor monitor its impact sufficiently. The college is expanding its adult education provision, which includes tasters and short courses, to encourage adult students back into education and training. A small but successful community-based outreach provision has been developed in collaboration with other colleges. This provision attracts adult students who would otherwise be unlikely to engage in further education (FE).

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



Students are well supported by the college. There are good arrangements to provide information, advice and guidance to prospective students. Students receive effective personal and academic support from teachers and tutors. Regular reviews of their progress are made and students and parents are aware of their successes and areas for development. Careers advice is good and students are effectively prepared for progression to HE. There is an inconsistency in the quality of group tutorials and some students do not see the value of some of the aspects of the tutorial programme. Learning support is effective. All full-time students are screened to identify their learning support needs. Most students identified take up the support and this leads to improvements in their achievements. Welfare support is good. The college has a professional counsellor and a college nurse.

### **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***

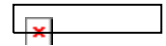
- good access to information centre and computer facilities
  
- friendly, helpful and approachable staff

- additional support from teachers
- enrichment activities, trips and visits.

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

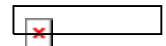
- cramped social facilities
- expensive food in the canteen
- tutorial sessions and key skills.

**Other information**

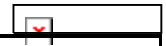


The college has two months to prepare an action plan in response to the report. It must show what action the college will take to bring about improvements in response to issues raised in the report. The governors must agree the plan and send copies of it to the Learning and Skills Council (LSC) and the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

**Part B: The college as a whole**



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

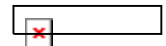


Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	82	17	1
19+ and WBL*	71	29	0
Learning 16-18	77	21	2
19+ and WBL*	71	29	0

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. Barton Peveril College offers a wide range of academic courses preparing students for GCE AS and A levels and GCSEs together with courses leading to vocational qualifications. It also provides a small number of courses for adults. The vast majority of full-time students are aged 16 to 18. Most of the students take GCE A-level courses.

### 16-18 year olds

2. The pass rates for level 3 programmes are high and have been consistently high for the last three years. The pass rate for GCE A level is good. In 2000/01, the pass rate was 93.4%, which is well above the national average. In nearly half of the subjects, the pass rate was 100%. The average points score for each full-time GCE A-level student improved in 2001 to 17.0. This is slightly below the national average of 17.4. However, the average points score for each subject entry, at 5.7, was above the average of 5.3. Of all GCE A-level entries, 62% resulted in a pass at the higher grades of A to C. Students on GCE A-level programmes perform as well as would be predicted by their GCSE results. The pass rate for the new GCE AS in 2001 was high, at 92%.

3. The pass rate for the 109 students taking General National Vocational Qualifications (GNVQ) advanced in 2001, was high at 97%, which was an improvement of 16% over 2000 and is well above average for a sixth form college. In 2000/01, the average points score for GNVQ advanced was 12.6, which was well above the national average of 10.2.

4. Retention rates at level 3 have improved in the last year and are now around the average for sixth form colleges. In some subject areas in 2001, the overall success of students was restricted by low retention rates; for example, in GCE A-level biology, which had a very high pass rate of 96%, well above average, but a retention rate of 75%, equally well below average. In other areas, better retention rates along with high pass rates resulted in outstanding students achievements in 2001. For example, in GCE A-level pure mathematics, the retention rate was 94%, with a 100% pass rate. Advanced GNVQ art and design students who completed their studies all achieved the qualification, but the retention rate, at only 48%, was 28% lower than in 2000, and 27% below average.

5. The pass rates at level 2 are above national averages. The pass rate for GNVQ intermediate qualifications was 81%, close to the national average for sixth form colleges. All GNVQ intermediate information technology (IT) students passed, and the retention rate was also 100%. Pass rates were lower for business and leisure and tourism, but all media students passed. The proportion of students gaining A\* to C grades at GCSE was, at 58%, above average for sixth form colleges. The proportion of students gaining A\* to C grades in the two largest subjects, mathematics and English, were at 49% and 70% respectively, 8% and 29% above average. Retention rates on level 2 programmes are just below the national average.

6. On many courses, students produce high standards of work. In English, they develop good oral and listening skills, respect for each other's views and the capacity to think and argue critically. Practical work on art and textiles is very good, often above the standard and range expected at advanced level. Students demonstrate the ability to research effectively for projects and develop their ideas. All foundation art and design students secured places in HE in 2001. Students' work in GCE A-level mathematics is of a high standard. In 2001, 88% of students progressed to HE, 60%

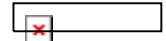


taking up mathematics-related subjects. Coursework standards are high in sociology. In science, there is some very good project work, for example, in biology and as part of the Salters chemistry course. The projects show a high degree of personal interest and thought in their content and presentation. In modern languages, students achieve high standards in oral work. Practical work in information and communication technology (ICT) lessons is also at a high standard.

### **Adult learners**

7. For students aged 19 and above, retention rates are close to national averages. The college's success at raising retention rates for students aged 16 to 18, in 2001, was not mirrored for the small proportion of students aged over 19. At levels 1, 2 and 3 retention rates declined by 12%, 4% and 1% respectively. However, pass rates improved, by 6%, 19% and 8%, so that overall the level of students' achievements is above average.

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



8. Teaching, learning and attainment were graded by inspectors in 140 lessons. Overall, teaching was good or better in 81% of lessons. Only around 1% were unsatisfactory. The majority of lessons were attended by students aged 16 to 18 on full-time courses. Well over half of these lessons were very good or excellent. A small minority of lessons were in the evening and attended predominantly by adults. Most teaching in these lessons was good, and in none was it unsatisfactory.

9. There was some very good and excellent teaching across all levels of courses and in most subjects. The teaching was consistently good and promoted high standards of attainment in ICT, performing arts and media and history, geography and sociology. Across the college, lessons are well planned and organised, with a good variety of activities and lively, challenging tasks. Teachers set clear objectives and monitor students' progress against these objectives, using targeted, timely questioning. Students with learning difficulties are given good support to ensure they understand new concepts and ideas.

10. Teaching is purposeful and demanding and, in the best lessons, requires students to think for themselves. Some of the better lessons were taught with flair and imagination, bringing events to life, for example in history, geography and sociology, and promoting rapid, but secure learning. Lessons are often enlivened by discussion, and sometimes by role-play. Students develop good oral and listening skills, the ability to respect each other's views and the capacity to think and argue critically. Lessons are well structured. Most lessons provide the opportunity for students to learn in groups or pairs as well as individually. The quality of teaching in practical lessons in ICT, physical education and performing arts and media is particularly high.

11. Relationships between students and teachers are very good. Teachers are well informed and enthusiastic about their subjects and share their enthusiasm with the students. They know their students well and relationships are positive and productive. Students enjoy their learning and maintain a keen interest in lessons. They are willing, and often confident, contributors to oral work. Most work hard, although not always sufficiently independently of their teacher.

12. The extensive range of enrichment activities makes a very good contribution to students' learning. Good use is made of the knowledge and experience students gain from the wide range of trips and visits to enhance the curriculum. Students speak highly of these opportunities, and often make reference to their experiences in discussion and in written work.

13. In the small number of weaker lessons, the teaching failed to provide sufficient challenge for students. There was a lack of pace in some satisfactory lessons, where teachers talked for too long, or resources were dull and unimaginative and did not interest students. In a small minority of

lessons, teaching did not meet the needs of the full range of students in the class. Overall, there is insufficient use of ICT in lessons. The college has initiated a teaching and learning project which is intended to promote and share good practice, including the use of 'on-line' learning materials to develop students' independent learning skills. This is beginning to have an impact on planning and teaching in geography and English.

14. Teaching staff are well qualified and knowledgeable in their subjects. There is good technician support in science, media, film, drama, music and ICT. The college has a productive staff development programme that enhances teaching skills and helps to improve course design. Each member of staff has an annual staff development review. However, the outcomes of the observation of teaching are not considered through this process.

15. Specialist equipment is very good in most curriculum areas. Music, media and film are equipped to industrial standards and have a television studio and two editing suites. Science laboratories are well equipped and computer suites offer a full range of modern applications. However, specialist facilities for physical education are poor: the gymnasium is outdated and sports facilities are limited.

16. The college has invested in up-to-date IT equipment. Students have good access to computers with one computer being available for every five full-time equivalent students. The development of learning resources that use IT is limited. Computer resources are good in English and ICT. However, access to computers in history, sociology, mathematics and business studies is poor. There are creative intranet sites in history, geography and English literature, but most other subjects have not developed this facility. Many teaching staff have not developed the skills to be able to use IT in their teaching.

17. The college information centre includes an open-access computer area. It provides good facilities and support for independent study and has a good stock of books, journals and on-line materials. Information centre staff provide support for information skills and research, which is valued by students and teaching staff. Resource areas for independent studies are also provided by most curriculum areas. Liaison between the information centre staff and the curriculum areas regarding the purchase of new learning materials is good, but no central catalogue of learning materials bought separately by curriculum areas is available. As a result, there is limited awareness by teachers and students of potentially useful resources located in different curriculum areas.

18. Overall, the teaching accommodation is well decorated. There are particularly stimulating displays of students' work in most areas of the college which enhance the learning environment. The college has accurately identified that some of the college accommodation is not suited for its purpose. The shape of some of the hut accommodation restricts the range of teaching and learning methods that can be used. There is insufficient space for the teaching of theory to growing numbers of performing arts, and media students. Some classrooms are too small for the size of groups in humanities. Only one third of the college classrooms are accessible to students and staff with mobility difficulties. Students' social areas are too small. The college is undertaking a well-managed building programme which will alleviate many of these problems by autumn 2002.

19. Assessment of students' work is thorough and rigorous. Each subject area devises a strategy for assessment that is most appropriate for its subjects. Students are aware of the assessment requirements of their courses and are well prepared for external examinations. There are well-established procedures for the moderation and internal verification of assessments in most curriculum areas. Students' work is marked systematically. Teachers return homework promptly and written feedback is detailed and clearly identifies how the students' work can be improved.

20. The assessment of key skills has been less successful. In their first year of study, there are limited opportunities for students to gather assessed work for key skills through their GCE A-level studies. Students attend workshops in their second year of study to enable them to undertake one key skill at level 3. The college has had difficulties responding to a change of awarding body and changes to national guidance. Students lack the motivation to gain their key skills. Key skills workshops have been poorly attended and this has resulted in few students achieving an award. The college has identified this weakness and has plans to address it.

21. The college has a comprehensive system of assessing and recording students' progress. Target minimum grades are set for each student. Progress against these targets is monitored regularly. The college has devised an electronic system of recording progress called 'studio'. Students are able to access their personal records and effectively review their own progress. Progress reports are presented on a regular basis to parents. Parents find the termly consultation evenings highly informative.

22. Students' attendance is well monitored. The college records students' attendance through an effective electronic registration system. A networked computer is available in all teaching rooms, which enables staff to monitor the attendance and punctuality of students. Tutors receive a regular printout of attendance for their students. Attendance levels during the inspection were average for the sector.

23. The college offers a wide choice of academic and vocational courses for full-time students. Some 48 GCE AS and A-level subjects are offered. These include citizenship, critical thinking, dance, design technology (resistant materials), electronics, geology and philosophy. The college offers an unusually broad range of languages with French, German, Spanish and Italian at GCE AS and A level, and Japanese as an additional qualification. The range of vocational courses has developed and nine Advanced Vocational Certificate of Education (AVCE) courses are offered, two of which are single subject awards. The timetable is well planned to take into account students' choices and to avoid clashes between subjects taught at the same time. At level 2, full-time students aged 16 to 18 can choose from six intermediate GNVQs, including science, that provide progression routes into level 3 subjects and courses. Other examined courses offered as additional qualifications include French and German for business, childcare and text processing. Departments strengthen and extend the scope of their level 3 courses by providing extra academic support lessons for particularly able students aiming at entry to Oxford or Cambridge.

24. Adult education enrolments increased slightly, in 2001, to approximately 10% of total enrolments. The college offers a good range of leisure and academic courses. These include weekend day courses to introduce adults to new areas of learning. Adult provision is developed in collaboration with the nearby general FE college. The college has been successful in its development of off-site short courses for approximately 180 adult students who would otherwise find it difficult to take part in FE. Provision has been developed in collaboration with three other colleges. Students are contacted and enrolled through community organisations, for example, a mother and toddlers' group and the local branch of a leading mental health charity. Courses include provision for parents of small children, IT courses for disabled people and a course to help people with learning difficulties develop self-advocacy skills.

25. The college provides a large and varied programme of enrichment opportunities, which are much valued by students. The college excels at sports and sustains teams for hockey, football, rugby, net ball, cricket, basketball and volleyball. Students can take part in badminton and tennis, and outdoor pursuits including canoeing, climbing, windsurfing and sailing. Between September 2001 and February 2002, there were 91 off-site learning opportunities, including study visits to Switzerland and Iceland for geographers, to Rome for historians, and to New York for media students. Performing arts students have a programme of theatre visits and a wide variety of appropriate work-experience placements. Other activities include revision conferences, visits to business and tourism organisations, and the Bar's mock trial competition in Oxford, at which a practising judge presided over a Crown Courtroom with students acting as barristers and jurors. The Millennium Volunteers community service programme involves nearly 70 students and the Duke of Edinburgh's Award scheme is offered at silver and gold levels.

26. Guidance and support for students are good. A well-presented prospectus gives detailed information about the process of application and courses. Open events for prospective students and their parents are well attended. Lead tutors work effectively with the college's partner schools to provide advice and guidance to pupils about the opportunities at the college. This relationship also enables the college to be aware of students' learning needs on transfer to the college. All new students receive two interviews; the second, at enrolment, enables the students' programme to be adjusted following examination results. There is an induction day in the summer term, which effectively enables students to make choices of the GCE A-level subjects they wish to study.

Students who wish to transfer between courses receive advice and guidance before doing so.

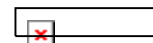
27. Careers education and guidance are good. The careers resource centre is well located and offers a wide range of materials that are well used by students. Students are effectively prepared for HE. In 2001, 514 students progressed to HE, either directly from the college or after a 'gap' year, during which they had a reserved place, representing just under 77% of advanced level leavers. This proportion is higher than in recent years. Half of these students chose to study at an institution in the area. A work-experience co-ordinator effectively enables students to gain experience in work placements.

28. Additional learning support is effective. A procedure for diagnosing and addressing students' individual literacy needs has recently been established. Initially, students who may need additional help are identified through liaison with schools and through a diagnostic test delivered during enrolment. There is also referral by teachers, tutors and students themselves. Many of the students offered additional support have taken it up. Analysis of retention and pass rates amongst students who receive support show that the support received has led to improvements in their progress.

29. Students feel well supported by the college. They have good access to relevant and effective support on both personal and academic issues from tutors and teaching staff, who give freely of their time. This support is much appreciated by parents. The quality of group tutorials is inconsistent. Some of the tutorials were unsatisfactory. Students found little relevance in some aspects of the tutorial programme and attendance was poor.

30. Personal support for students is good. The college offers support for students from the college's professional counsellor. However, there is a waiting list at points during the academic year. A college nurse is available to help with health-related issues. An active student committee provides social activities for students.

## Leadership and management



31. Leadership and management are good. The college is well led and well managed. Since the last inspection, governors and managers have worked successfully to secure the future of the college. They have also suitably addressed many aspects of the weaknesses in quality assurance and governance identified in the last inspection. The college has continued to grow, exceeding its targets for both full-time enrolments and for the newer adult education programmes. Adult education enrolments increased to around 1,200 in 2000/01, from around 600 in 1997/98. Growth has been achieved within the constraint of insufficient accommodation and most recently during major building works which started in December 2001. The £4.0 million building programme is due to be completed in late 2002.

32. Governors work well with managers and staff and set a clear strategic direction for the college, with a common purpose to serve students' best interests. The strategic plan for 2001 to 2004 is the product of close working with senior managers. The principal provides written reports to the governors on progress for each of the objectives in the plan. Governors and senior managers set overall targets for such areas as enrolment and retention and pass rates, broken down by age. The work of the standards committee of the corporation is particularly effective. It provides a valuable strategic focus for the monitoring of the quality of teaching and of students' retention and pass rates. It receives detailed written reports and managers' analysis and members ask probing questions in areas of under-performance. They clearly understand the importance of their role in addressing the strategic objective of achieving continuous improvement; and increasingly, of addressing the impact of their work on determining the college's portfolio of courses. The business of the corporation is efficiently conducted. Governors increasingly receive timely and helpful reports, including accounts and financial reports.

33. The college has an up-to-date policy on equal opportunities, supported by a committee. Although there are many examples of good practice, the policy is not implemented at a consistently high level throughout the college, so that the governors are not aware of its success or otherwise. Ethnicity and gender are monitored to some extent, but the college does not routinely measure its performance in promoting diversity and equal opportunity.

34. The principal and senior managers encourage open debate, as an aid to management and improvement. Staff speak positively of the opportunities they have to comment on proposed changes that may affect their working lives. For example, they were extensively consulted on changes to the college's timetable. Internal communication is good. Daily morning 'briefings' provide good opportunities for staff to meet and exchange essential information. The principal holds twice-termly staff meetings during which staff are able to question and debate. The college is making good use of its recently remodelled intranet, to publish key information for staff, including bulletins.

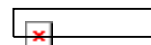
35. Most curriculum areas are well managed. In English, art and design, humanities and ICT, management is particularly good. In business, whilst courses are managed effectively on a day-to-day basis, overall co-ordination and quality assurance are not thorough. In modern foreign languages, provision for adults is inadequately managed. The management structure is often readily understood by staff, including their responsibilities and those of others. However, there is sometimes poor understanding of where the key areas of responsibility lie for the engagement and management of teachers in adult education provision. The college has recently expanded the membership of its strategic-planning group to seek to enhance the formal opportunities for sharing of information between managers.

36. The college's quality assurance procedures have improved since the last inspection. Annual course reviews, leading to curriculum area reviews, are at the heart of the college's well-documented procedures. There are still some inconsistencies in the detail and rigour of some reviews, primarily in business and mathematics, but they provide a secure basis for improvement through self-assessment, action planning and target setting. Course performance is reviewed against pass and retention rate targets and national averages. The principal and vice principal hold meetings with curriculum managers to moderate and agree their reviews and action plans. The college's internal quality review is a well-established programme for the internal observation and grading of lessons. It is well conceived and well organised and has the support of teachers as an aid to improvement. An experienced team of observers ensures that all curriculum areas are inspected at least once every two years, although tutorials are not observed. The internal quality review is complemented by the college's membership of the external quality review programme, a common scheme of observation in partnership with other colleges.

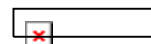
37. Quality assurance has led to improvement. The college has improved the performance of its students in examinations. For students aged 16 to 18, for the last three years, overall pass rates for all levels are above national averages. At level 3, the bulk of its students, the college is in the upper quartile for all sixth form colleges. Achievement has continued to improve in 2000/01. For students aged 19 and over, pass rates have improved significantly at all levels. Overall, retention rates are also improving. Whilst they have been below the national averages for sixth form colleges, they have improved for most levels in most years. In 2000/01, retention rates improved for all levels for students aged 16 to 18. The quality of teaching and learning has also improved. Teaching was good or better in 81% of the lessons observed. In the last inspection, 60% of the lessons inspected were good or outstanding.

38. The management information system (MIS) has improved since the last inspection. At college level, the student number returns to the LSC are now timely as well as accurate. Managers now have monthly reports of progress towards the planned targets for retention and pass rates, both at college and at course level, which they are starting to use. More work needs to be done to further improve the liaison between teachers and management information system staff, to ensure the accuracy and best use of data. The college manages its finances well. Effective arrangements are in place to ensure that senior managers and governors are aware of the financial position of the college. The spending of budget holders is appropriately monitored. The college uses resources effectively and provides good value for money.

## Part C: Curriculum and occupational areas



### Science



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

#### **Strengths**

- high pass rates on two-year GCE A-level programmes
- high pass and retention rates on most new GCE AS courses
- good teaching in most lessons
- good physical resources with stimulating displays
- high standard of project work in chemistry and biology.

#### **Weaknesses**

- low retention rates on the two-year GCE A-level programme
- low pass rates on GCSE courses and GCE AS electronics
- teaching which does not meet the needs of all students.

#### **Scope of provision**

39. The college offers a wide range of GCE AS and A-level courses in biology, human biology, environmental science, chemistry, physics and electronics. GCSE biology is available for students who lack the entry requirements for level 3 programmes. Environmental science, GCE AS science and GCSE biology are popular with students from across the college. There is no vocational provision in science. Most students studying science are aged 16 to 18 and attend full time, but the college also offers part-time evening classes in GCE AS and A-level biology, GCE AS chemistry and GCSE astronomy.

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

40. There are consistently high pass rates on two-year GCE A-level programmes in all science subjects. For example, in 2001, the pass rates in human biology and physics were 9% higher than the average. Furthermore, the students' achievements were better than predicted by their GCSE results. Pass rates in many of the new GCE AS subjects were high. For example, in 2001, GCE AS environmental science had a 100% pass rate, chemistry 93% and physics 94%. Pass rates in GCE AS electronics, however, are below average. There are low pass rates in GCSE biology and low, declining pass rates in GCSE astronomy. Retention rates were good on GCE AS courses in 2001, and college data indicate that they will be above average for most GCE AS and A levels in 2002. However, there have been consistently low retention rates on two-year GCE A-level programmes.

41. Students make good use of a variety of sources of information including the Internet when making notes, and use technical language confidently and accurately when asking and answering questions. In chemistry and biology, students develop good practical skills. For example, in a comparison of pH values of different acids, chemistry students sample river water from a range of sources and analyse and record its composition. Students work effectively in groups when setting up equipment and selecting an appropriate method of investigation.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GCSE astronomy	2	No. of starts	12	14	6
		% retention	92	57	67
		% pass rate	80	57	50
GCSE biology	2	No. of starts	42	30	18
		% retention	76	83	83
		% pass rate	77	32	36
GCE A-level physics	3	No. of starts	110	74	64
		% retention	68	74	75
		% pass rate	96	95	100
GCE A-level electronics	3	No. of starts	27	16	7
		% retention	44	75	71
		% pass rate	100	100	100
GCE A-level chemistry	3	No. of starts	81	73	73
		% retention	73	68	77
		% pass rate	97	98	96
GCE A-level biology	3	No. of starts	101	88	73
		% retention	73	73	75
		% pass rate	89	95	96

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

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

42. Most of the lessons were good or better. Classroom teaching is supplemented with educational visits linked to the syllabus and residential field courses in biology. In the best lessons, the pace was challenging and teachers used careful questioning to check the learning of all students. For example, in one electronics class, the students worked rapidly to build and investigate the properties of circuits. They took care to check their work and quickly began calculations based on their results. The teacher used his time to support the least able members of the group and provided further challenges for the able students.

43. In some lessons, however, the teachers failed to meet the needs of all the students. For example, in one biology evening class, able adult students were only asked to follow simple instructions and make straightforward observations. Little use is made of data-logging equipment in science to record experimental results, though staff development in this area has been identified as a priority.

44. Science staff have a good range of appropriate experience and qualifications including higher degrees in science or education. The college information centre is well stocked with multiple copies of up-to-date science textbooks, relevant videos and periodicals. All science lessons take place in well-equipped laboratories, some of which have been recently refurbished. These are enhanced by numerous, good displays produced by the students and photographs of recent scientific visits. There is effective support by experienced, well-qualified technicians and adequate storage space for resources and chemicals. Health and safety issues are carefully observed, particularly in project work. There is currently restricted access to the laboratories for students who have physical disabilities, although this will be rectified by the building programme.

45. Support for students in science is good. Students benefit from taster lessons that allow them to sample different subjects before joining the course. They are guided appropriately to study subject combinations that suit their needs. All physics students are encouraged to study GCE AS mathematics or free-standing mathematics units. On joining the course, chemistry and biology students are issued with guides that provide helpful background information to the subject, and useful extracts from the syllabus. Activities at the start of science courses have been carefully chosen to bridge the gap between GCSE and GCE AS and include assessment tests and homework to judge students' skills. Tutors are alert to issues of poor student attendance and intervene early to redress problems.

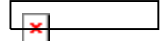
46. The assessment of students is good. Regular homework and tests based on examination board questions allow staff to monitor students' progress. In most science subjects, marking is helpful with clear indications showing how to improve. Teachers keep detailed records and encourage students in biology and environmental science to identify where they have lost marks. Targeted revision classes and individual help are provided to support those students identified as having difficulties.

### **Leadership and management**

47. The management of biology and chemistry is good. The college quality review process is carried out rigorously in science and clearly identifies targets for improvement. In biology, new learning activities have been developed and resources purchased to support effective learning. The recent introduction of GCE A-level environmental science allows students to progress from the successful GCE AS course. In chemistry, the change to the Salters chemistry course has raised student attainment and encouraged high-quality project work. More recently, GCE AS science and a GCE AS chemistry evening class have been introduced to broaden the range of provision and encourage adult participation. The management of physics by the recently appointed manager is broadly satisfactory, although a legacy of unsatisfactory retention rates has yet to be addressed.



## Mathematics



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

### **Strengths**

- good pass rates on GCE A-level pure mathematics and GCE AS mathematics
- much good teaching
- additional workshops for students
- good assessment and monitoring.

### **Weaknesses**

- lack of variety in teaching in lessons
- poor retention and pass rates for SMP A-level mathematics.

### **Scope of provision**

48. The college provides a good range of courses at intermediate and advanced level. At GCE AS and A level, students can combine modules in further mathematics, decision mathematics, numerical methods, mechanics, statistics and pure mathematics to achieve qualifications in either mathematics or further mathematics. Students who come to the college without a grade C, or above, are able to take GCSE mathematics at foundation or intermediate level. The college also provides a one-year GCSE course in statistics and free-standing mathematics unit for students of GCE AS physics and electronics who are not taking GCE AS mathematics. The key skill of application of number is also delivered within the department. Courses are primarily for full-time students mainly aged 16 to 18. The college provides part-time evening GCE AS and A-level and GCSE courses for adult students, although recruitment to these courses is poor. There is a good range of enrichment activities, including the Senior Mathematics Challenge, British Mathematics Olympiad and the Sixth Form Problem Drive at Southampton University. Students can also opt to take additional GCE AS modules and more able students can prepare for Special Technical Education Proficiency (STEP) examinations.

### **Achievement and standards**

49. The proportion of students gaining A\* to C grades in GCSE mathematics is good, and has been above the national average for the past three years. Many students at both intermediate and foundation level improve by at least one grade. Retention rates vary from year to year, but are similar to the average for sixth form colleges. The pass rate for the new GCE AS in mathematics is good and is 10 percentage points above national averages. Students' attainment in lessons is generally good. The college's data show that GCE A-level students achieve significantly higher than their GCSE grades would predict. In 2001, 14% of students achieved full marks in one or more modules in GCE AS examinations. There are good pass rates generally at GCE A level, although the retention and pass rates on SMP mathematics are poor, and the college no longer runs this course. The pass rates on GCE A-level pure mathematics and further mathematics were 100% last year, and have improved over the past three years. Retention rates have fluctuated and have been below national averages. There are 100% pass rates at both level 2 and 3 for free-standing mathematics units. Pass rates for adult students are very good. Standards reached by students in GCE AS and A-level lessons are high. Students are able to describe carefully how they work through examples and check their answers independently. Coursework is of a consistently high standard. Last year, 88% of students studying GCE A-level mathematics progressed on to HE, with 60% progressing on to related disciplines.

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

Qualification	Level	Completion year:	1999	2000	2001
GCSE mathematics	2	No. of starts	238	200	152
		% retention	75	76	74
		% pass rate	55	54	49
GCE A-level further mathematics	3	No. of starts	33	16	8
		% retention	82	88	75
		% pass rate	74	81	100
GCE A-level pure mathematics	3	No. of starts	22	19	19
		% retention	71	47	94
		% pass rate	93	100	100
GCE A-level mathematics	3	No. of starts	232	164	143
		% retention	65	73	79
		% pass rate	79	89	88

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

***Quality of education and training***

50. Teaching and learning were good or better in some 70% of lessons. There was no unsatisfactory teaching. Teachers show good subject knowledge and enthusiasm for their subject. Tasks are clear and lessons often end with a crisp summary and a review of learning. Teachers check students' progress effectively by targeted questioning, and provide good individual support where there are difficulties. In well-planned lessons, the pace of work is brisk and students are actively involved in learning, and this results in good progress. For example, in a pure mathematics lesson, the students quickly understood how to integrate by parts, and worked effectively on more challenging examples, setting out solutions clearly. In another lesson on decision mathematics, students worked enthusiastically on a variety of simulation models developed to analyse practical problems. However, in weaker lessons, the teaching does not sufficiently challenge students, and resources offer too little stimulation. For example, in a statistics lesson on the topic of probability, the students spent too much time working through textbook examples.

51. There is insufficient use of IT. Most rooms have only one computer available, and opportunities to support learning with IT are sometimes missed. There are suitable plans to increase the use of IT through the recent installation of two interactive whiteboards, and the purchase of computer projectors is planned. In a GCE Advanced-level class, the whiteboard was effectively used to demonstrate the motion of a fairground ride and introduce parametric equations. Students use graphic calculators regularly and confidently in lessons. In a mechanics session, students made good use of their calculators to model projectile motion in an investigation of factors effecting motion, and later used the calculators independently to check answers to problems.

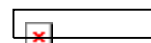
52. There is good practice in assessment. All students are assessed regularly through common key assignments and the results are recorded centrally and monitored against target grades. Marking is helpful and informative. Teachers identify students' mistakes and provide examples of correct solutions. A good range of support is available for students who may need extra help. During their induction, all mathematics students undertake a diagnostic test that identifies any support required. Additional support is provided formally within lessons, through targeted workshops and through regular revision workshops to prepare GCE AS and A-level students for examinations. Many teachers provide extra help for students informally during the lunch break.

53. Teachers are suitably qualified and experienced and make good use of their specialist knowledge. Staff have benefited from recent in-service training on the use of the interactive whiteboard.

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

54. Leadership and management are effective. Communication within the department is good and managers provide good support for their staff. Targets for retention and pass rates are set annually by programme teams. All staff are involved in the self-assessment process and action planning. These plans do not, however, address all the identified weaknesses. For example, the lack of sufficient challenge in teaching has not been tackled, and was evident in some lessons. Overall, there is insufficient rigour in quality assurance. Only limited use is made by the department of data from the management information system to monitor pass and retention rates.

### **Information and communication technology**



Overall provision in this area is **outstanding (grade 1)**

### ***Strengths***

- good range of very well-managed courses
- good progression to higher-level courses
- high rates of retention and exceptional pass rates on most courses
- well-planned, good teaching

- highly supportive learning environment, particularly for practical work
- very good use of a wide range of resources and study aids
- very good monitoring of students' achievement and progress.

### **Weaknesses**

- no significant weaknesses.

### **Scope of provision**

55. The college offers a broad range of courses in both computing and ICT. These include GCE AS and A-level courses and GNVQ intermediate ICT courses with progression to AVCE IT. Staff in computing support workshops for the teaching of key skills in ICT and the provision of adult education programmes in GCE AS ICT, Integrated Business Technology (IBT) 2, IBT 3 and desktop publishing. Saturday workshops on a range of topics from 'computing for the terrified' to using presentation software run very successfully several times a term. Some 500 students are currently studying in this department, two thirds of whom study ICT and one third study computing.

### **Achievement and standards**

56. Retention and pass rates on all full-time courses were well above average. For example, the pass rate on the GCE A-level IT and the GNVQ advanced in ICT courses has been 100% for the past three years, with the number of the higher grades achieved in the GCE A-level IT course well above average. The specialist short courses also have good retention and pass rates. The Internet technologies short course had a 100% pass rate and 80% retention rate in 2001. Progression is good, with 65% of GNVQ intermediate students moving on to the AVCE last year and 85% of level 3 students going into HE. In classes, students show a good understanding of basic concepts and in practical lessons they use the college computer system with confidence. Work in lessons and in students' files shows attainment that is very good or better for the majority of students and there is much outstanding work. In lessons, students make very good progress and learn well, often demonstrating knowledge and understanding beyond the demands of their course. They are confident in discussing their work and in contributing to lessons. Retention of knowledge of previous practical work is very good and students can transfer this knowledge into new situations, extending their understanding as they do so. Students in a desktop publishing class were working on a variety of projects, some linked to their own commercial experience, which were extending their understanding and linking theory to practice effectively.

### **A sample of retention and pass rates in information and communication technology, 1999 to 2001**

Qualification	Level	Completion year:	1999	2000	2001
GNVQ intermediate IT	2	No. of starts	*	15	17

		% retention	*	100	100
		% pass rate	*	100	100
GNVQ advanced IT	3	No. of starts	10	10	25
		% retention	90	91	84
		% pass rate	100	100	100
GCE A-level computing	3	No. of starts	72	59	47
		% retention	75	78	81
		% pass rate	83	84	82
GCE A-level IT	3	No. of starts	76	80	96
		% retention	77	72	**
		% pass rate	100	100	100

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

\* course did not run

\*\*unreliable data

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

57. Teaching and learning are exceptionally good: they were consistently good or better in all lessons. Most lessons were very good and some were outstanding. Lessons are well planned and very well prepared to take advantage of the range of resources in the classroom. Lessons have clear objective and these are shared with students at the start. In an AVCE class, students had access to a small independent network and were installing e-mail and setting access rights. Clear specification of the tasks and very good technical support from the teacher ensured good progress that not only linked theory to practice, but also gave the students a good understanding of the underlying structure of the processes. Relationships between students and teachers are excellent and allow for a relaxed, yet purposeful, teaching environment, particularly for practical work, where students are clearly enjoying their studies. Good use is made of departmental and college systems for monitoring students' achievement and progress and there is very good feedback to students on how to improve their work. Teachers know their students well and have appropriately challenging expectations of them. Students can also access the department's IT systems to check their own performance and their expected grade on completion of their course or unit.

58. There are excellent resources to support teaching and learning in computing and ICT and very good relations between the technical support staff and the teaching staff at all levels. Teachers display excellent subject knowledge and up-to-date skills in using the full range of ICT. In lessons, they deal with simple and complex questions with confidence and use questioning to reinforce learning. All college computers are connected to the college network and students and teachers have good access to resources on the college intranet and also on the Internet. Staff are developing a range of high-quality resources on the college intranet and in other formats to support teaching and revision. These are being used effectively. In a GNVQ intermediate class, producing an advertising leaflet, students used the college intranet to obtain information on good advertising techniques, the Internet to look at professional material, and a range of commercially produced leaflets provided by the teacher to illustrate some of the ideas for presentation. As a result students, were not only well motivated, but produced a range of excellent leaflet designs.

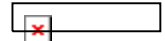
59. In practical lessons, students are often working on individual assignments and teachers provide outstanding one-to-one support. In a computer literacy and information technology (CLAIT) evening class, students were working on a range of individual assignments at a variety of levels. The teacher provided continual advice and guidance on problems with word processing, spreadsheets, databases and graphics without the need to refer to any support materials. On occasions, this

support for practical work is almost too good with students opting to ask for help rather than investigating for themselves the outcomes of their actions. They seldom make adequate notes of the advice they have been given for future reference.

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

60. Course provision is very well managed. The excellent working relationships and co-operation between staff in this area has led to a well-integrated and coherent provision. There are courses at all levels to meet students' needs and access to learning for all students is consistently good. Courses are managed effectively and teachers work well in teams to share ideas and resources. Course tutors' files show effective day-to-day planning and good strategic planning for course development. There is a high commitment to quality assurance with thorough course review and evaluation.

### **Business**



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

#### ***Strengths***

- high pass rates on GCE A-level economics, GNVQ advanced business and text processing
- good retention rates on GCE A-level economics, GNVQ intermediate, and text processing
- much well-planned and effective teaching
- good enrichment opportunities
- constructive monitoring of students' progress.

#### ***Weaknesses***

- low and declining pass rates on intermediate GNVQ
- cramped, temporary accommodation restricting teaching and learning

- lack of rigour in course reviews.

### **Scope of provision**

61. The college offers a good range of provision in this curriculum area. This includes GCE AS and A level and AVCE in business for full-time students and GCE AS and A level for part-time students, mainly adults. Accounting and economics are also offered at GCE AS and A level and GNVQ intermediate business. A good range of text-processing and shorthand courses are offered covering levels 1 to 3, including adult evening provision. Adult provision forms a very small part of the total curriculum offer.

### **Achievement and standards**

62. Students achieve well on many courses. Pass rates on GCE A-level economics, GNVQ advanced business and text-processing courses are above national averages. GNVQ advanced pass rates have fluctuated over the last three years, but, in 2000/01, they were well above the national average at 91%. GCE A-level economics pass rates have been above average for the last three years, and, in 2001, stood at 90%. Text processing, taken by over 100 students, has had pass rates well above the average for three years. Retention rates on GNVQ intermediate, GCE A-level economics and text-processing programmes are also above averages. Retention rates on GNVQ intermediate have risen significantly over three years, and are well above the national average. Over the last three years, students have gained qualifications in line with those predicted by their prior attainment. The recently introduced GCE AS course in business studies and economics has had excellent pass and retention rates. However, evening class pass rates in GCE A-level business studies have been very low. The pass rate in GNVQ intermediate has declined rapidly and is now well below the national average. However, the pass rates in modules already achieved indicate that the overall pass rate this year will be above the national average. Progression rates to HE are high, with 84% of GCE A-level business studies and economics students moving on to such courses. Achievement in lessons is also good. AVCE students used computers to create well-presented and well-researched reports on a chosen business, incorporating Internet and interview source material. In text-processing classes, students made rapid progress in touch-typing and developed a good level of skill in word processing. In a financial planning certificate class, students worked independently to provide written advice for a client on an investment portfolio.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Text processing part 1	1	No. of starts	101	122	102
		% retention	91	78	88
		% pass rate	93	92	86
GNVQ intermediate business	2	No. of starts	23	24	20
		% retention	61	83	90
		% pass rate	100	65	60
GCE A-level business studies	3	No. of starts	114	111	121
		% retention	69	83	78
		% pass rate	95	83	89
GCE A-level economics	3	No. of starts	83	78	69
		% retention	81	84	88

		% pass rate	90	89	90
GNVQ advanced business	3	No. of starts	30	36	31
		% retention	73	78	74
		% pass rate	100	74	91

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

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

63. There is much well planned and effective teaching. The better lessons are characterised by the use of up-to-date examples to illustrate business concepts. Teachers make good use of questioning to check and reinforce learning. Many lessons involve the use of a good variety of activities designed to take account of differing learning styles. Study visits are well integrated into teaching programmes. In one GNVQ intermediate lesson students drew on material obtained on a visit to a regional leisure centre and their own personal experiences to suggest improvements in customer service. They worked in groups and presented their findings to the class developing both business understanding and key skills. Work placements are provided for all second-year AVCE students, some of which have led to employment. Students benefit from a well-organised provision and good teaching in text processing. Teachers manage the range of attainment in lessons effectively. In the same lesson, teachers taught students who were working at levels between entry level and level 3, including one student who was learning audio typing. All were ably supported and working in a positive, business-like environment. Student use skills gained in enrichment activities such as text processing to support coursework and in part-time employment. Relationships between students and teachers are always good and promote purposeful learning. Where classes are only satisfactory, teaching lacks challenge and students' progress is slower. Some teaching and learning is adversely affected by the long, narrow, temporary accommodation that restricts classroom organisation and the range of teaching strategies. This accommodation will be replaced by new classrooms once the building programme has been completed. Teachers use a good range of learning resources. Staff are well qualified. Staff ensure that continuing professional development is used effectively by sharing the outcomes of their training.

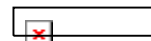
64. Assessment is good. Teachers provide detailed and helpful written feedback to students on coursework. The workload of students is evenly distributed throughout the courses ensuring that assessment is appropriately staged. There is regular and effective monitoring of students' learning and progress against target grades. Tutorials are used effectively to manage student learning and provide advice on progression to HE and careers. Other activities, which take place in tutorials, such as work on health and moral issues, are undervalued by many students and some staff. Students' attendance, their assignments, and their progress towards achieving their targets are regularly monitored and reported to parents and carers. Students likely to be at risk are identified at an early stage and appropriate action is undertaken to give them help. Learning support is well regarded by students: additional subject support is offered at key times. Students use the learning resources centre effectively when completing assignments.

### **Leadership and management**

65. College procedures for monitoring students' progress against targets are well managed. Departmental teaching and learning programmes are managed effectively. The college equal opportunities policy guidelines are operated successfully at both class and tutorial level. Some self-assessment procedures are insufficiently detailed and lack co-ordination. Course reviews, and action plans that follow from these, lack detailed, specific targets and deadlines and are only infrequently monitored. Many of these reviews place insufficient stress on teaching and learning.

### **Sport, leisure and tourism**





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

### ***Strengths***

- good pass and retention rates on GCE AS and community sports leader award courses
- good retention rates on GNVQ intermediate leisure and tourism
- outstanding achievements in sports
- well-planned lessons
- good participation in sport enrichment programme
- effective leadership in physical education.

### ***Weaknesses***

- poor pass rates on GNVQ intermediate leisure and tourism
- poor facilities for physical education
- insufficient industrial experience of teachers in leisure and tourism.

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

66. The college provides a good range of full-time courses and one part-time course, including GCE AS and A-level physical education, GNVQ intermediate leisure and tourism, AVCE in leisure and recreation and travel and tourism and the Association of British Travel Agents' Certificate (ABTAC). The majority of students are aged 16 to 18 and studying physical education. The area has enrolled five part-time adult students. There is a broad range of enrichment activities which students support enthusiastically. For example, 23 students were undertaking team games at 08.30 on Monday morning.

### **Achievement and standards**

67. Pass and retention rates on GCE AS physical education, community sports leader award and ABTAC courses are good. In 2001, the retention rate in GCE AS physical education was 93% and the pass rate 96%. Indications are that these high retention rates will be maintained at GCE AS and A level in 2002. Most students' personal skills on physical education courses are improved by the achievement of additional qualifications and participation in team sports. In 2001, there was 100% achievement on the community sports leaders award. The GNVQ intermediate leisure and tourism has good retention rates, but poor pass rates. Retention rates on GNVQ advanced leisure and tourism declined significantly in 2000/01, but the college's monitoring of students' attendance and progress indicate that rates for 2002 will improve.

68. The college has a successful extra-curricular sports programme with teams and individuals achieving outstanding success locally and regionally in football, rugby, basketball and netball. Several students have gained national honours for their sporting achievements. The college is developing a successful Ladies Football Academy with Southampton Football Club. In physical education lessons, students undertake practical work competently and develop good teamwork. Their written work demonstrates good subject knowledge and this is reflected in the good pass rates. In AVCE programmes in leisure and recreation, and travel and tourism, students' assignments are well researched and presented and, in most lessons, they contribute well to discussions. Most students develop good communication skills.

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

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
GNVQ intermediate leisure and tourism	2	No. of starts	13	10	15
		% retention	69	90	87
		% pass rate	100	33	58
Community sports leaders award	2	No. of starts	56	59	68
		% retention	98	92	94
		% pass rate	100	100	100
GCE A-level sports, games and recreation	3	No. of starts	87	79	75
		% retention	80	86	77
		% pass rate	94	96	90
GNVQ advanced leisure and tourism	3	No. of starts	20	26	20
		% retention	70	77	50
		% pass rate	100	85	89

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

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

69. Teaching is good. Some 68% of lessons were good or better. Physical education lessons are challenging and inspiring, and students are keen to participate. Practical lessons were often student led. Schemes of work are detailed. They ensure full coverage of the syllabus and provide the basis for well-planned lessons. Teaching is lively, exciting and enthusiastic. Students are well motivated and responsive in all lessons.

70. In the more successful lessons in physical education and leisure and tourism, different activities, such as group work and role-play, are used effectively to maintain students' interest and motivation and reinforce learning. In one lesson, a topical, contemporary video was shown that sparked a lively

discussion on violence in sport. In another lesson, students took part in a role-play exercise that helped them understand practical and theoretical aspects of customer care. However, some of the teaching in leisure and tourism is dull and undemanding, and does not motivate or engage students sufficiently. Students on vocational programmes undertake appropriate work experience within the leisure and tourism industry. Enrichment activities, such as visits to local tourist attractions and study trips to France or Spain, enhance students' learning.

71. Assessment is good. Teachers check students' learning during their lessons. The arrangements for monitoring students' progress are effective with the implementation of progress reviews and target grades. Key skills are not identified on student assignments and students do not understand their relevance. Internal standardisation on physical education is rigorous. On vocational programmes, internal standardisation is not implemented.

72. All teachers in sport have relevant qualifications in their specialist area of teaching that they use effectively in lessons to the benefit of students. Staff in leisure and tourism have little or no industrial experience and have not taken advantage of opportunities to gain or update their knowledge of the industry. This narrows the scope of the teaching and, in particular, the range of examples of current industrial practice they use in their teaching.

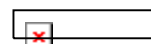
73. Support for students is good. Students speak highly of the individual help they receive from their teachers. All students are allocated a personal tutor and value their weekly timetabled tutorials, although the quality of one tutorial session was poor.

74. The specialist resources in physical education are insufficient for the number of students. This weakness has an adverse impact on the learning experience as lessons are taught off-site and students have to travel to alternative facilities in teaching time. An appropriate range of books is available in the information centre, but there are insufficient trade journals and magazines for the number of students in leisure and tourism.

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

75. In physical education, leadership is effective and teamwork is good. Good use is made of the specialist skills and expertise of teachers to promote high standards both in lessons and in team sports. Effective target setting and monitoring have contributed to continued good retention and pass rates on GCE AS and A-level physical education and community sports leader award courses and achievement in the sports enrichment programmes. Course programmes are well planned by the programme teams. In physical education, regular team meetings and course reviews, including mid-year and end-of-year evaluations from students, identify areas for improvement. Annual course reviews are undertaken in leisure and tourism. Development plans identify actions to be taken. The self-assessment report in leisure and tourism is not sufficiently self-critical, particularly in relation to teaching, learning, leadership and management. Arrangements for covering the long-term absence of a teacher in leisure and tourism have been unsatisfactory, although the problem has now been resolved. However, one group of students has had little teaching and now faces a backlog of work.

### **Performing arts and media**



Overall provision in this area is **outstanding (grade 1)**

#### ***Strengths***

- very good teaching

- high pass rates
- very good specialist accommodation and resources for music, media and film
- high standards of practical work
- very good support for students
- thorough assessment and constructive feedback to students
- effective curriculum management
- extensive enrichment opportunities
- high rates of progression to specialist HE.

### ***Weaknesses***

- poor and overcrowded accommodation for performing arts and drama
- small class sizes in GCE A-level dance that inhibit learning.

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

76. There is a good range of level 3 courses available for full-time students aged 16 to 18 and much smaller provision for part-time adult students. The performing arts and media department offers full-time GCE AS and A-level courses in media, film, music, music technology, drama and dance; GNVQ intermediate media, video production; AVCE media and performing arts (single and double awards) and a City and Guilds certificate in media. Film studies is a growing area. There is part-time adult evening provision for GCE AS and A-level dance and drama, and radio and press journalism.

### **Achievement and standards**

77. Students' achievement is very good. Pass rates are well above average in most courses. Retention rates on media courses have been well above average for three years. Pass rates in GCE A-level and GNVQ advanced media are outstanding and range between 98% and 100% this year. GCE A-level music pass rates are consistently very high, at 100% for the past three years, but group numbers are small and retention rates are well below average. In performing arts and media, GCE A-level students achieve grades in line with those predicted by their GCSE scores. GCE AS drama students perform slightly below expectations. There is good attendance and high levels of student commitment. The students' work is of good quality, and demonstrates a high level of technical competence. For example, media students showed considerable expertise in producing their own documentaries on video. The quality of performance in GCE AS and second-year GCE A-level drama is high. Students are well motivated and rehearse and direct their own examination practical pieces. Many students progress to industry-related employment HE. High numbers of students progress to a number of nationally recognised specialist universities as a result of the college's strong links with these organisations.

### **A sample of retention and pass rates in performing arts and media, 1999 to 2001**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
City and Guilds certificate in media techniques	2	No. of starts	72	77	34
		% retention	69	68	79
		% pass rate	97	76	71
GCE A-level (communication) media/film	3	No. of starts	160	135	142
		% retention	66	68	87
		% pass rate	97	96	98
GCE A-level music performance	3	No. of starts	6	7	6
		% retention	67	50	67
		% pass rate	100	100	100
AVCE performing arts	3	No. of starts	13	11	14
		% retention	54	80	79
		% pass rate	100	100	100
GCE A-level theatre	3	No. of starts	58	43	62
		% retention	74	83	82
		% pass rate	98	100	98
GNVQ advanced media	3	No. of starts	15	13	19
		% retention	80	83	89
		% pass rate	75	80	100

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

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

78. The quality of teaching and learning is very good. All the lessons were good or better: a high proportion was very good or excellent. Some 65% were very good or excellent. Teaching of practical and theory sessions is equally successful. Schemes of work are carefully planned. Lessons are well organised and provide thorough curriculum coverage. Students are well informed about course requirements and deadlines, and enthusiastic about their studies and their teachers.

Teachers use a wide range of strategies to engage and motivate students. Most lessons move at a good pace. Teachers involve performance and theatre students in all technical and practical aspects of production in their courses. Teaching in media is highly effective. It promotes confident performance and enables students to develop good portfolios and project work. There is a real effort by teachers to provide the same commitment and skills to part-time adult students as to full-time students aged 16 to 18. In dance, teaching and learning are hampered because group sizes are small.

79. Resources in media, film and music are good. Classrooms are well equipped with appropriate numbers of computers. There is also a dedicated computer room that enables students to work independently. Specialist software is provided for music, music technology, sound recording and editing. The students also benefit from a TV recording studio and two edit suites. The music department has appropriate teaching rooms, facilities for practice and sound recording and a suitable range of large percussion instruments. The theatre and studio, which are used for rehearsal, are in need of refurbishment. Due to a shortage of space, these are currently used inappropriately for the teaching of theory. The college currently has no specialist dance facility but makes use of a specialist dance and performance venue in the town when needed. Staff are well qualified and have good opportunities to update teaching and skills through professional training and development. Regular staff reviews help to identify training needs. The college is supporting two members of staff to study for higher degrees and several others to acquire their teaching qualification. The media and film, drama and music sections benefit from specialist technician support.

80. There are effective assessment procedures and standards are moderated through a well-embedded system of internal verification. Students' achievement and progress are comprehensively monitored and recorded. Those in difficulty are identified at an early stage. Marking is good and written feedback helps students understand how they can improve their work. Weekly tutorials are used effectively to discuss progress and share any concerns.

81. There is a range of well-established and popular enrichment activities in media and performing arts. For example, second-year media and film studies students have recently returned from a trip to New York where they visited places of specialist and cultural interest. Students spoke highly of this experience and were able to relate it directly to their studies. There are frequent visits to theatres and cinemas. The college subsidises instrumental and voice lessons. These are accessible to all college students. Music students benefit from performance and presentation evenings. Arrangements for work experience for performing arts and media students are very effective. These include working in a professional theatre, alongside drama teachers in secondary schools, in specialist dance schools, in performance venues and in the course of a short performance tour. Placements for media students include a national newspaper and a high-profile weekly magazine.

82. Support and guidance are very good. Open days, interviews and induction are designed to ensure students have realistic expectations of their courses and opportunities for future progression. There is a well-established tutorial system.

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

83. The curriculum area is effectively managed. Staff teams meetings focus on teaching and the curriculum, and on monitoring outcomes. Meetings are minuted and action plans are followed through. Staff have confidence in the responsive management of the area. Students feel that their views are important. Teachers were appropriately involved in self-assessment and development planning. Resources are generally well deployed. Concepts of equal opportunities and inclusive learning are successfully embedded within the area. There are some shortcomings in the management of dance, which is insufficiently integrated into other performing arts.

### **History, geography and sociology**



Overall provision in this area is **outstanding (grade 1)**

### ***Strengths***

- high pass rates and good retention rates at GCE AS and A level
- good teaching
- extensive resources to support learning
- comprehensive monitoring and assessment of students' progress
- effective course management.

### ***Weaknesses***

- insufficient reinforcement of learning in some lessons.

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

84. The main provision of geography, history and sociology is at GCE AS and A level for full-time students aged 16 to 18. Approximately 700 students are enrolled. Of these, about 60% are on GCE AS courses and 39% are on GCE A-level courses. There is a very small GCSE sociology group. Almost two fifths of the students are on history courses in which there are three options of study at GCE AS and A level. For 2001/02, there was an increase in the numbers starting GCE AS geography and a small decline in history and sociology. Continuation from GCE AS to A level in the past year has ranged from 74% in history, to 56% in sociology. Evening provision for part-time adult students at GCE AS or A level in history and geography recruits poorly.

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

85. Students achieve very well at GCE A level and on one-year GCE AS courses. In all three subjects, GCE A-level pass rates are consistently very high, ranging from 92% to 100% over the past three years, and the proportion of high grades is significantly better than national average. This is despite high student numbers. At GCE AS in 2001, pass rates were very good in all three subjects, with a high proportion of students obtaining higher grades in geography and sociology. The pass rate on adult courses in 2001 was 100%, albeit with very small numbers. Over the past three years, pass rates for two-year GCE AS courses in sociology have fluctuated, but in 2001 the rate was below the national average. In 2001, most students on GCE AS and A-level courses in geography and sociology, and in GCE A-level history, achieved at or better than predicted by their

GCSE scores. In geography and history, retention rates are very high at GCE AS and generally good and above national average on most other courses. Over the past three years the retention rates on GCE A-level courses in geography and history rose consistently and are above average. In sociology, the rate is closer to the average.

86. Standards of attainment are good. Many students progress to subject-related courses in HE. They develop a good range of learning skills which prepares them for independent study. Because all courses have syllabus content strongly related to contemporary issues, students are able to use personal experience and opinion in learning. For example, sociology students learn to analyse and compare complex theories concerned with current trends in society; in geography, students use a range of resources to examine the human and physical consequences of global and environmental developments; and, in history, students develop the abilities to interpret evidence from source material and make use of new knowledge to form balanced judgements on crucial issues which have helped shape the present. Common to these subjects is the emphasis which is placed on investigative, critical evaluation and oral communication skills. Good standards of competence are attained in these learning skills. Coursework is of a high standard in geography and sociology and, for many students, this represents the successful application of numerous study skills. In geography, there is extensive use of IT facilities to resource learning. Students learn how to work productively in small groups and independently and are well motivated. They share information and opinion confidently, and often spontaneously, particularly in history and sociology.

***A sample of retention and pass rates in history, geography and sociology, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
GCE A-level geography 1 year (evening part time)	3	No. of starts	12	9	7
		% retention	67	89	86
		% pass rate	100	88	100
GCE A-level sociology 1 year (daytime full time)	3	No. of starts	18	22	*
		% retention	89	100	*
		% pass rate	87	82	*
GCE A-level geography 2 years	3	No. of starts	124	123	108
		% retention	66	74	83
		% pass rate	98	96	100
GCE A-level history 2 years	3	No. of starts	168	146	177
		% retention	77	81	84
		% pass rate	95	97	95
GCE A-level sociology 2 years	3	No. of starts	105	102	123
		% retention	71	76	72
		% pass rate	96	94	92

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

\*course did not run

***Quality of education and training***

87. There is a high proportion of good to outstanding teaching, which was most evident in geography. Across the subjects, knowledgeable and committed staff share clear lesson objectives with students and use a good variety of methods and resources to promote learning. In history, for



example, students investigating aspects of Nazi Germany develop historical skills using primary source material, selected video clips, and topics relating to modern-day issues such as propaganda and women in society. Lessons were well organised and involved students in active, challenging tasks. Group work and role-play were used effectively in a geography lesson on land reform in post-apartheid South Africa to help students understand the attitudes of interested parties. Sociology students maintained a keen interest, identifying the authors of traditional Marxist perspectives on corporate responsibility for health and safety at work. Lively discussion and effective learning activity were promoted. Most teaching is enthusiastic. A history lesson on issues confronting the Long Parliament, for example, was vigorously taught, well crafted and intellectually stimulating. There is enjoyment in learning. In a sociology revision lesson, students designed a quiz based on the sociological theories of the family and then took part in a keen, competitive spirit. In geography and history, learning is enriched by a programme of visits to local, national and international sites as extensions to curriculum work. In geography visits have been arranged to Iceland, Switzerland and the Dorset coast and, in history, there have been excursions to Rome, Paris and to the Houses of Parliament. Students benefit from their experiences and build on them in their coursework.

88. A minority of lessons have some shortcomings in teaching. Occasionally lesson plans are over-ambitious and allow insufficient or no time for reflection. Although most teachers make good use of questions to reinforce learning, in some lessons, questioning was used to move the lesson from one stage to the next, leaving inadequate time for students to consolidate what they had learned.

89. An extensive range of resources is available to support learning. Well-qualified, experienced staff are appropriately deployed and classrooms are well equipped with audio-visual items and a computer linked to the intranet. There are excellent teaching and learning facilities for history and geography. These include modern suites of rooms with resource and study areas for staff and students. The use of IT in teaching the curriculum is extensive in geography. Both history and geography have well-developed, useful sites on the college intranet. A wide range of information, guidance and support can be accessed in all classrooms and from home. Sociology is temporarily being taught in external huts. Although accommodation is sometimes cramped due to large class sizes, classrooms are welcoming and wall displays are related to the curriculum and stimulating. The subject is well supported by good levels of up-to-date texts and audio-visual items in the information centre.

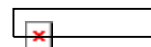
90. The assessment and monitoring of students' progress are effective and comprehensive. Based partly on initial college assessment and on individual subject initiatives, the learning needs of students are identified and addressed. The assessment policy in geography is being revised to provide tasks at different levels within lessons. Geography piloted a programme to identify preferred learning styles which has influenced teaching. Results of this have been disseminated and the process has been extended to other subject areas. Regular checks are made on students' performance and results are matched against students' minimum target grades. Detailed records are kept and targets are reviewed termly. Students can access information from their progress reviews on the college intranet. There is little formal assessment of key skills development. Written assignments are set regularly and marked fairly with appropriate, helpful feedback.

91. Students speak highly of the additional learning support that is available at subject level and is responsive to students' needs. For example, sociology and history provide revision workshops and geography operates a one-to-one helpdesk for coursework for a large part of the year. The geography and history sites on the intranet are also promoted as additional sources of support.

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

92. Course management is effective and enterprising. Good use is made of data from MIS sources to inform decisions and evaluate the quality of provision. Reviews of practice inform planning, which is shared by teams of staff under consultative leadership. There is explicit understanding of the common goal of raising standards, this is supported by good lines of communication. Internal quality reviews contribute to staff self-appraisal. Lesson observations are used effectively to identify areas for staff development. Departmental records vary in quality, but in geography these are well organised and schemes of work are detailed and well developed. Course leaders have been prominent in initiating new ideas for the improvement in quality of provision.

## English communications and modern foreign languages



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

### **Strengths**

- good pass rates at GCE A level in modern foreign languages, English language and GCSE English
- much good teaching
- effective oral work in modern foreign language classes
- rigorous monitoring of students' progress.

### **Weaknesses**

- below average retention rates on some GCE A-level and adult language courses
- poor pass rates in GCE A-level communication studies
- unsatisfactory management of adult education provision in modern foreign languages.

### **Scope of provision**

93. The college provides courses in English language, English literature, communication studies, French, German, Italian, and Spanish at GCE AS and A level. There is a very wide range of courses in modern languages which includes Spanish, Italian, French and German which lead to open college network (OCN) accreditation, and in Italian and Spanish which lead to GCSEs. The college also offers certificates in Japanese, French and German for business. Most courses are for students aged 16 to 18, with a total of 875 enrolments. There are also 75 adults enrolled on full-time and part-time courses, mainly in modern languages.

### **Achievement and standards**

94. Examination results in most subjects are generally good or very good. In 2001, the pass rate for GCE A-level English language was 100% and, at GCSE, the proportion of students gaining grades A\* to C was well above average, at 70%. GCE AS results in English literature, English language and communication studies are also good. However, pass rates in GCE A-level communication studies and GCE A-level English literature are below average. Pass rates in GCE A-level French, German, Spanish and Italian are very good and well above national averages. Pass rates in GCE AS French, German, Spanish and Italian are high. In some subjects, retention rates have fallen to below the average for 2000. Retention rates were lower than average in GCE A-level English literature and GCE A-level English language, but in GCE A-level communication studies the retention rate had improved to just above the average in 2001. Retention rates were good in GCE A-level Spanish, in line with national averages in French and below in German and Spanish. Overall retention rates in modern languages are poor on adult education courses.

95. Standards of attainment were satisfactory or better in all lessons. Students in English and communication studies demonstrated the ability to grasp the key concepts in the subject. Many use specialist vocabulary confidently. There were very lively discussions to seek and evaluate students' viewpoints, although sometimes students did not contribute so readily to group work. The coursework produced by students is well presented. A range of interests and skills are demonstrated in English language projects, ranging from early English texts to electronic mail.

96. Students approach their work with enthusiasm and achieve high standards in oral work in modern languages. Advanced-level students use a wide range of tenses and vocabulary in both speech and writing. They understand and respond very well to native spoken French, German, Spanish and Italian and their reading comprehension is good. Students on the one-year Spanish and Italian GCSE courses are making rapid progress.

***A sample of retention and pass rates in English communications and modern foreign languages, 1999 to 2001***

Qualification	Level	Completion year:	1999	2000	2001
GCSE English language	2	No. of starts	116	105	77
		% retention	76	79	79
		% pass rate	71	70	70
GCE A-level English literature 2-year course	3	No. of starts	116	83	128
		% retention	84	83	77
		% pass rate	96	97	89
GCE A-level communication studies 2-year course	3	No. of starts	30	19	33
		% retention	57	68	73
		% pass rate	100	77	75
GCE A-level English language 2-year course	3	No. of starts	122	104	111
		% retention	81	78	78
		% pass rate	99	99	100
GCE A-level French language	3	No. of starts	63	37	45
		% retention	67	78	72
		% pass rate	98	100	97
GCE A-level German language	3	No. of starts	38	26	37
		% retention	61	85	70
		% pass rate	98	100	96

GCE A-level Spanish language	3	No. of starts	39	21	23
		% retention	56	48	64
		% pass rate	50	100	100

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

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

97. Most of the teaching is good or very good. Teachers know their subjects well. In the most effective lessons, teachers follow a well-structured plan. They share learning objectives with the students, check their progress and provide effective feedback. Teachers provide stimulating and varied activities that extend students' knowledge and skills and engage their interest. For example, in a GCE A-level Spanish lesson, the teacher used a range of alternative explanations, supported by gesture and intonation, in a discussion about leisure that widened to include political and economic issues in Spain. Modern language teachers are fluent and competent linguists who make effective and consistent use of the target language in lessons. Several are native speakers of the target language, which contributes to the high standard of oral work.

98. In English and communication, students develop a good range of specialist vocabulary and the ability to consider and evaluate different viewpoints. For example, in a GCE A-level communication lesson, students shared ideas about the meaning of 'communication' and were encouraged to shape and develop their arguments for and against each other's viewpoints. Teachers make good use of prompts and questions to encourage students to recap and recall knowledge. There were some lively discussions, for example in a GCSE English lesson, when students recounted their own experiences of extreme fairground rides and linked these to descriptions of a frightening ride in their set text. Teachers give students good advice on examination techniques. For example, in a GCE AS English lesson, students were given a thorough explanation of how to approach the planning of a desk study, and were told how marks would be allocated.

99. The quality of resources is good. In English, there is a good range of books and videos for departmental use, and the college information centre is well stocked with up-to-date resources. However, in modern foreign languages, equipment in the language laboratory has become unreliable and the layout prevents a number of students from facing the teacher. This will be remedied by the new building programme. English teaching benefits from a dedicated IT room with 14 computers. There is a developing intranet site with a page for each course. Displays in classrooms make a good contribution to teaching and learning.

100. Monitoring and assessment of students' work are rigorous. Marking of coursework is comprehensive and comments relate to the assessment objectives of the courses. Homework is set regularly and extends students' learning. The college system of progress review and action planning is used well and students are aware of their target grades.

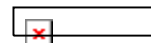
101. Students have good relationships with their teachers and feel well supported by them. There is a wide range of relevant enrichment activities that include study workshops, and timetable subject support, conferences, study days and theatre trips. Modern foreign language students have the opportunity for work experience in and study trips to Germany, France, Spain and Italy. These make a significant contribution to students' learning.

### **Leadership and management**

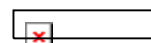
102. Management of English and communication is good. It is effective at course level in modern foreign languages. Staff have clearly defined roles and responsibilities and work together as a team. They share their expertise and good practice. There is a clear focus on improving the quality of learning. Links with local schools at department level are effective. Internal quality reviews have effectively identified the strengths and weaknesses of the departments. Self-assessment contributes to establishing staff development needs, but the monitoring of teaching within the departments is underdeveloped. Quality assurance of full-time courses is good. The management of adult

education provision in modern foreign languages is unsatisfactory. Responsibility for this provision is not clearly defined and monitoring of teaching and learning is not taking place.

#### Part D: College data



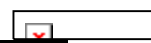
**Table 1: Enrolments by level of study and age**



Level	16-18 %	19+ %
1	2	16
2	6	8
3	73	22
4/5	0	1
Other	19	53
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Provided by the college in spring 2002.

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



Curriculum area	16-18 No.	19+ No.	Total Enrolments %
Science	1,580	323	17
Agriculture	0	0	0
Construction	0	0	0
Engineering	142	1	1
Business	755	112	8
Hotel and catering	55	4	1
Health and community care	28	0	0
Art and design	1,444	82	13
Humanities	6,142	627	60
Basic education	0	53	0
<b>Total</b>	<b>10,146</b>	<b>1,202</b>	<b>100</b>

Source: Provided by the college in spring 2002.

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		1997/ 98	1998/ 99	1999/ 2000	1997/ 98	1998/ 99	1999/ 2000
		<b>1</b>	Starters excluding transfers	386	353	397	47
	Retention rate (%)	87	88	82	89	95	82
	National average (%)	78	81	82	73	70	74
	Pass rate (%)	85	93	87	57	100	84
	National average (%)	70	70	77	68	75	77
<b>2</b>	Starters excluding transfers	1,079	983	912	77	62	90
	Retention rate (%)	74	76	79	66	68	76
	National average (%)	79	79	82	71	71	75
	Pass rate (%)	95	98	93	88	94	72
	National average (%)	83	85	82	75	77	78
<b>3</b>	Starters excluding transfers	3,383	3,606	3,746	177	157	207
	Retention rate (%)	69	71	79	59	64	71
	National average (%)	78	78	80	63	65	69
	Pass rate (%)	87	90	91	62	85	70
	National average (%)	86	85	85	70	72	74

*Note: Summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary colleges or sixth form colleges).*

Sources of information:

1. National averages: *Benchmarking Data (1997/98) to (1999/2000): Retention and Achievement Rates in Further Education Colleges in England*, The Further Education Funding Council, September 2000.

2. College rates for 1997/98 - 1998/99: *Benchmarking Data (1997/98) to (1998/99): Retention and Achievement Rates*, produced by the Further Education Funding Council, September 2000.

3. College rates for (1999/2000): provided by the college in spring 2001.

**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)	82	16	2	112
Level 2 (intermediate)	71	29	0	24
Level 1 (foundation)	100	0	0	3
Other sessions	100	0	0	1
<b>Totals</b>	<b>81</b>	<b>18</b>	<b>1</b>	<b>140</b>

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