



ADULT LEARNING  
INSPECTORATE



Office for Standards  
in Education

## Huddersfield Technical College

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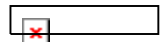
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**Basic information about the college**



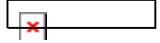
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Name of college:	Huddersfield Technical College
Type of college:	General further education college
Principal:	Chris Sadler
Address of college:	New North Road Huddersfield West Yorkshire HD1 5NN
Telephone number:	01484 536521
Fax number:	01484 511885
Chair of governors:	Jeff Dakers
Unique reference number:	130537
Name of reporting inspector:	Lindsay Hebditch HMI

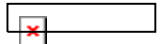
Dates of inspection:

2-13 February 2004

## Part A: Summary



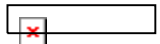
### Information about the college



Huddersfield Technical College is a large general further education (FE) college serving the town of Huddersfield and surrounding districts of Kirklees. The main college site is located in the centre of the town, but a significant amount of work is located at the college's 4 annexes and 14 community venues in South Kirklees. The college serves a diverse local community. Some 9% of students are of minority ethnic origin, a similar percentage to the minority ethnic population in South Kirklees. The college is the main provider of vocational education and training in the region. There are currently 11,171 students enrolled at the college, of which 75% are adults. Some 25% of students study at the college full time; of these, 67% are aged 16 to 18. In Kirklees schools, general certificate of secondary education (GCSE) pass rates, as measured by the percentage of pupils achieving five or more qualifications at grades A\* to C, were 48% in 2002; below the national average of 52%. However, only 18% of the college's students aged 16 to 18 had achieved this level. Most students enter the college without GCSE English or mathematics at grade C or above. The college offers courses in most vocational areas. Some 46% of enrolments are on courses at level 1, 28% at level 2, and 14% at level 3. In addition, some 580 learners aged 16 to 18 are following foundation and advanced level modern apprenticeships.

The college's mission is that, 'Huddersfield Technical College puts the learner and our local communities at the heart of what we do'.

### How effective is the college?



Inspectors judged the quality of education to be good in three curriculum areas and satisfactory in nine. Provision in construction is unsatisfactory. Of the four work-based learning areas that were graded, engineering and business administration were judged satisfactory, construction was unsatisfactory and hairdressing and beauty therapy was very poor. The college's key strengths and the areas that should be improved are listed below.

#### **Key strengths**

- broad range of provision that meets local needs
  
  
- effective strategies to widen participation

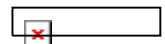
- productive partnerships
- good guidance and support for students
- very good specialist resources in engineering and in visual and performing arts
- accurate management information.

***What should be improved***

- low retention rates on many courses
- poor punctuality of students
- unimaginative teaching
- organisation and teaching of key skills
- take up of additional learning support
- management and co-ordination of work-based learning.

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**

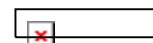


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum 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
Land-based industries	<b>Satisfactory.</b> Retention and pass rates on animal care courses are excellent, but there are insufficient opportunities for full-time students to gain additional qualifications. Much theory teaching is uninteresting. Students receive good academic and pastoral support. The management of full-time courses is good and there are good links with industry. However, the range of provision is narrow and laboratories are poorly equipped.
Construction	<b>Unsatisfactory.</b> Contributory grade for work-based learning: <b>unsatisfactory.</b> Pass rates are high on electrical installation courses but achievements are poor in work-based learning. Retention rates are low and punctuality is poor on many courses. Teaching on level 3 technician courses is unsatisfactory. There is good accommodation for brickwork and carpentry and joinery courses and good provision for students aged 14 to 16.
Engineering	<b>Satisfactory.</b> Contributory grade for work-based learning: <b>satisfactory.</b> Pass rates are generally satisfactory, but retention rates are low on full-time courses. Modern apprentices complete the framework too slowly. Most teaching is satisfactory. Teachers make good use of information learning technology (ILT) in lessons. The use of assessment in monitoring students' progress is unsatisfactory. There is a wide range of courses and good specialist accommodation.
Business administration, management and professional	<b>Satisfactory.</b> Contributory grade for work-based learning: <b>satisfactory.</b> Pass rates are mostly satisfactory but retention rates are low and declining on general national vocational qualification (GNVQ) intermediate and advanced subsidiary level (AS-level) business courses. Completion rates on modern apprenticeships in business administration are poor. There is much good teaching. Students on administration and management courses develop good specialist skills.
Information and communications technology	<b>Satisfactory.</b> There are high pass rates on many courses but retention rates on part-time courses are unsatisfactory. Students' low attainment in communication skills and numeracy hinders their progress. Teaching is effective and promotes the professional use of information technology (IT) skills. There is extensive community and outreach provision, but the quality of this provision is inconsistent and sometimes unsatisfactory.
Hospitality and catering	<b>Satisfactory.</b> Pass rates are high on most courses, but retention rates are low in national vocational qualification (NVQ) level 2 and level 3 food preparation and cooking courses. Most teaching is satisfactory, but some lessons do not meet the needs of all students. Inappropriate working practices in practical lessons are not always corrected. Students receive good guidance and support. There are productive links with industry.
Sports, leisure and tourism	<b>Satisfactory.</b> Pass rates are high on GNVQ intermediate leisure and tourism and the national diploma in leisure studies. The retention rate on the national diploma in travel and tourism is low and declining. Progression to higher education (HE) is good. Most teaching is

	satisfactory, but students' punctuality is poor. Some accommodation is unsatisfactory, but specialist resources are good.
Hairdressing and beauty therapy	<b>Satisfactory.</b> Work-based learning contributory grade: <b>very poor.</b> Pass rates are high on the majority of full-time courses, but retention rates on level 3 and adult 'fast track' hairdressing courses are unsatisfactory. Teaching is good on holistic therapy courses. There are an excellent variety of enrichment programmes. Accommodation and resources are unsatisfactory. The management of work-based learning is ineffective.
Health, social care and public services	<b>Good.</b> Pass rates are high on most courses. Retention rates are low on a minority of courses. Teaching is good, but poor teaching accommodation inhibits learning activities in some lessons. Students are well prepared for further study and employment. There is a broad range of provision.
Visual and performing arts and media	<b>Satisfactory.</b> Pass rates and retention rates are satisfactory. Students produce a high standard of work but attainment in observational drawing skills in art and design is poor. There is much challenging and stimulating teaching, but studio management in art and design is poor. Accommodation for performing arts and music is good.
Humanities	<b>Satisfactory.</b> Pass rates are satisfactory but retention rates are low on many courses. There is good progression from access courses to HE. Teaching is satisfactory but students are insufficiently engaged in some lessons. Students receive good individual support. The management of AS-level and general certificate of secondary education advanced level (GCE A-level) provision is ineffective.
Literacy and numeracy	<b>Good.</b> Students' achievements are good. There is much good teaching and learning. The monitoring and evaluation of students' progress is effective. Curriculum management is good in basic skills and in GCSE mathematics and English, but is unsatisfactory in additional support. There is effective community-based literacy and numeracy provision.
Provision for students with learning difficulties and/or disabilities	<b>Good.</b> Students' achievements are good. Teaching is effective; learning is thoroughly planned for most students. However, there is insufficient use of ILT in lessons. There are productive partnerships with external agencies. Support workers are deployed effectively. Internal verification is insufficiently rigorous.

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



Leadership and management are satisfactory. The college's strategic aims are understood and shared by all staff. The corporation has a strong commitment to the welfare of the college. The college has been successful through its work with schools, community organisations and local partnerships in providing a wide range of courses to meet the needs of an increasingly complex and diverse community. Since the last inspection, attendance and pass rates have improved, although retention rates remain low on many courses. Course management is effective. However, the management of work-based learning is unsatisfactory. The college's management information system provides reliable data. Quality assurance procedures are applied inconsistently across the college. The self-assessment report accurately describes many of the college's strengths and weaknesses but lacks detailed information on the quality of teaching and learning. The financial management of the college and value for money are satisfactory.

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

The college's response to educational and social inclusion is outstanding. It has attached great strategic importance to widening the participation of young people and adults in the broad community which it serves. The college is making a major contribution to raising the aspirations of adults with low levels of educational achievement and to extending the opportunities available to them. These include flexible programmes in return to learning, literacy, numeracy and IT for adults who attend the college's community venues and other outreach centres. The college makes extensive provision for asylum seekers. Students with learning difficulties and/or disabilities are well supported. There is a strong commitment and very wide range of policies and procedures to recognise and celebrate diversity. The college meets its statutory duties under the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2001 (SENDA).

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

The college's arrangements for guidance and support are good. The college has well-established links with local schools and provides impartial advice and information for potential students. Guidance and support for students during their studies are generally good. Induction programmes are well managed and allow students to understand their rights and responsibilities as well as the demands of their course. Tutorials are effective. Adult students receive very good support in the college's outreach centres. The college provides a comprehensive and accessible range of guidance and welfare services including a confidential counselling service. The college crèche is well used and highly valued by students. College staff work closely with Connexions personal advisers to provide advice on further study and employment opportunities.

### **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***

- friendly and adult atmosphere
  
- knowledgeable and helpful teachers
  
- effective tutorial support

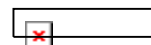
- good links with industry which help to improve employment prospects
- college's flexibility in meeting the needs of adult students and students with disabilities
- wide range of courses
- practical lessons.

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

- car parking
- insufficient recreational areas
- heating and ventilation controls in classrooms
- toilet facilities at the main site
- range of additional qualifications and enrichment activities available
- access to computers
- key skills lessons
- campus security.

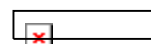


## Other information

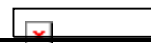


The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

## Part B: The college as a whole



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

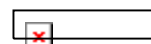


Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	59	35	6
19+ and WBL*	66	29	5
Learning 16-18	53	40	7
19+ and WBL*	63	32	5

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. Pass rates at most levels and for students of all ages have improved, and are generally above the national average. Overall success rates have also improved. However, retention rates continue to be well below the national average on too many courses.

#### **16 to 18 year olds**

2. The college offers a wide range of courses for full-time students aged 16 to 18; 18% of full-time

enrolments are on courses at level 3, 44% at level 2 and 21% at level 1.

3. Pass rates on level 3 courses are below the average for general FE colleges. Pass rates and retention rates in AS-level courses are low and the number of students who progress from AS level to GCE A level is low. Although the college's overall pass rate at GCE A level, of 84%, was slightly above the national average of 80% for similar colleges in 2003, the retention rate of 83% was low. The college's analysis of data, which compares the students' level of performance at GCE A level with that at GCSE, shows that, overall, students' achievements are consistent with their GCSE point scores when they enter the college. The college also offers 16 national diplomas and 9 advanced vocational certificate of education (AVCE) courses at level 3. Pass rates on these general vocational courses are satisfactory overall and are good for leisure studies, animal care and in hospitality and catering.

4. Pass rates on level 2 courses are high. Most students follow courses leading to NVQs. In 2003, a high number of students completed the qualification successfully in the prescribed time. The success rates for carpentry and joinery, brickwork and business administration were all high. Pass rates on GNVQ intermediate courses, including leisure and tourism, business, art and design and IT, were also good. However, pass rates at GCSE have been low for each of the years 2001 to 2003. For example, the pass rate for GCSE mathematics in 2003 was 29%; well below the national average of 39%. Retention rates on level 2 courses have improved, but are still below the national average.

5. At level 1, many students follow courses leading to GNVQ and NVQ qualifications. Pass rates on these courses are high. However, the retention rate for level 1 courses has declined to below the national average. Many students who follow vocational courses are also entered for qualifications in key skills. Pass rates are low, particularly at level 2, where only 11% of students passed in 2003.

### ***Adult learners***

6. Some 75% of the college's students are adults. Pass rates on the majority of courses for adults have improved and are above the national average. For example, the pass rate on level 3 courses was 79% in 2003; above the national average of 72%. Many adults who come to the college do so with few qualifications and therefore follow courses at entry level and level 1. Pass rates on these courses are high and enable students to progress to higher level courses. Adults on basic skills programmes make good progress towards their individual learning goals and, for those who take the new national adult literacy and numeracy tests, pass rates are high. Large numbers of students follow courses at level 1 in information and communications technology (ICT). Pass rates are high, and many successful students progress to level 2 courses.

7. Pass rates on NVQ qualifications are high. Of the 899 students who completed an NVQ in 2003, 85% gained the qualification. Pass rates on access to HE courses have been consistently high in the years 2001 to 2003, with an overall pass rate of 94% in 2003. Retention rates on courses specifically designed for adults at level 2 are generally higher than national averages for general FE colleges. However, retention rates on many courses at other levels are low.

8. Pass and retention rates on modern apprenticeship programmes are poor. Significant numbers of modern apprentices leave their programmes without achieving their full qualification. Of the 291 modern apprentices who completed their training in 2003, only 14% achieved the complete modern apprenticeship framework. Learners who successfully complete their NVQ often fail to obtain qualifications in key skills. More trainees successfully complete NVQs in the workplace through the college's day release provision than through modern apprenticeship programmes.

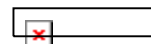
9. The level of students' attainment in many lessons is satisfactory. Students develop good professional skills in business administration and ICT which enable them to progress to higher level courses and to employment. In visual and performing arts, levels of attainment in performance, music technology, textiles and embroidery are good. Students with learning difficulties and/or disabilities make good progress towards achieving their learning goals and, although not all of this progress is recognised through the acquisition of formal qualifications, they make significant progress in developing their personal skills and independence. Overall, however, too many students'

work is satisfactory rather than good. Their low prior achievements in literacy and numeracy detract from their subsequent attainment on specialist courses.

10. Students work effectively in groups. They work well when undertaking practical activities, producing work of a high standard and with due regard to health and safety. Students' written explanations are generally clear and well presented. The college recognises and celebrates students' achievements through a variety of awards events which cater for students from entry level to those following high level courses.

11. The overall level of attendance in lessons observed by inspectors was 78%, which is about the sector average as reported in the Chief Inspector's Annual Report 2001/02, but well above the 73% reported at the last Further Education Funding Council (FEFC) inspection of the college in February 1999.

### Quality of education and training



12. Teaching, learning and attainment were graded by inspectors in 278 lessons. The overall quality of teaching was satisfactory. Inspectors judged that teaching was good or better in 62% of the lessons observed, satisfactory in 33%, and less than satisfactory in 5%. This represents a similar proportion of good or better lessons to that seen nationally in general FE colleges and a slightly lower proportion of unsatisfactory lessons. Teaching is best in health, social care and public services, and in literacy and numeracy. The least successful teaching is in construction. The proportion of good or better lessons for adults is higher than that in lessons for students aged 16 to 18 years. Practical lessons are more successful than theory lessons.

13. The best lessons are well planned and set in the context of well-designed schemes of work. In visual and performing arts and media, and in sports, leisure and tourism, practical lessons are linked closely to theory lessons so that they complement each other. In most lessons, students work hard, participate fully in learning and are highly motivated by the opportunities they have to develop their knowledge and understanding. In business, administration, management and professional studies, health, social care and public services, and in the provision for students with learning difficulties and/or disabilities, lessons successfully meet the individual learning needs of students. However, the less successful lessons in land-based industries, engineering, hospitality and catering, and in humanities fail to provide a sufficient variety of learning activities to engage and address the requirements of all students. These lessons are predominantly teacher centred, with too much talking by the teacher and not enough discussion between the teacher and the students. In construction, sports, leisure and tourism, and in literacy and numeracy, the lack of punctuality of students' disrupts many lessons.

14. Teachers are well qualified and experienced. Most hold a teaching qualification for the specialism they teach. Teachers receive good support from the college to achieve teaching qualifications, if they do not already possess them. The college's buildings are of a variety of different ages and suitability for teaching. The centre for visual and performing arts is located in recently refurbished Grade 2 listed buildings. The work has been completed to high standard and provides a distinctive range of accommodation. There is good specialist accommodation for performing arts, with a large, airy, well-equipped dance studio with sprung floor, a large, flexible theatre with control booth and gallery, music and drama studios and rehearsal rooms. Spacious accommodation in construction and motor vehicle engineering provides students with good facilities for practical activities. Considerable ingenuity has been shown in creating a new centre for land-based industries which incorporates many features of sustainable development into the design, including power generation from solar panels and wind turbines, a grass-covered roof and water recycling via reed filter beds. Maintenance and refurbishment are well planned and results in most of the accommodation being serviceable, clean and well decorated. However, there is some unsatisfactory accommodation in hairdressing and beauty therapy and ICT, and in a number of

buildings on the main site, where the lack of suitable heating and ventilation makes some classrooms uncomfortable to work in.

15. The college has improved its stock of computers and other electronic learning resources. There is an effective virtual learning environment accessible by all students and staff. Four virtual learning environment practitioners provide exemplars and help staff in developing e-learning materials. The college's library and learning resource centres contain a wide variety of up-to-date materials. Spaces in the centres have been carefully constructed to allow for silent working, group and individual computer work.

16. The quality of assessment is satisfactory on most courses. There is good assessment provision for part-time students. All students undertake initial assessment and diagnostic tests, after which additional support needs are identified. However, not all students identified as having additional needs receive support. Students are allowed to decline additional support, even if this proves detrimental to their progress. When students receive additional support, it is of a high standard and enables them to achieve their learning goals. There is effective dyslexia screening and the quality of dyslexia support is good.

17. In the majority of curriculum areas, there is satisfactory assessment planning. There are detailed guidelines on feedback and, in most cases, students are informed about assessment schedules. Work-based learning assessment practice is unsatisfactory. In hairdressing and beauty therapy, there is insufficient work-based assessment to aid progression. In engineering, there is no common approach to providing feedback on assessed work.

18. Students' progress is generally well monitored through the performance review system. Minimum target grades are identified for each student and tutors monitor students' performance against the grades. Most teachers provide informative feedback on how work can be improved. Internal and external verification procedures are satisfactory. However, in engineering, internal verification processes are not fully understood by staff, with verifiers failing to check that assessment had been completed to awarding body requirements. Parents and employers are well informed of students' progress through regular reports.

19. There is a wide range of courses that meets local needs. Strategies to increase the number of adult students have been successful. The college has developed some very successful strategies to widen participation. Links with partner organisations and community groups are used effectively to inform curriculum development. Some 800 asylum seekers, many of whom are on English for speakers of other languages (ESOL) courses, are currently in contact with the college. An increasing number of courses, including neighbourhood learning, family literacy, 'fresh start' and working with bilingual children, are taught in community centres, providing learning opportunities for those who are unable or prefer not to attend the main college premises. The college also hosts community-led regeneration projects, for example, youth employment initiatives in music technology, recording and dance. Good use is made of market intelligence to develop new courses. All enquires are recorded and analysed to identify which students are under-represented within the colleges' student population.

20. The college has attempted to improve its procedures for developing students' key skills. Following a period of informal planning, insufficient vocational staff involvement and poor results in 2002, the college appointed a key skills co-ordinator in September 2003 who, with a team of five support tutors, now provides support and exemplar materials for teachers and, in discussion with curriculum teams, identifies suitable strategies for key skills teaching. Where key skills have been related to students' main programme of study, it generally works well. However, there are too many courses where insufficient attention is given to the development of key skills, and as yet the new arrangements have not produced any significant improvement in retention and pass rates. The college does not provide sufficient enrichment activities for full-time students and few curriculum areas give enough attention to providing students with opportunities to broaden their studies.

21. The college has developed a range of procedures for involving employers in curriculum development, although much of the responsibility for employer liaison is delegated to the curriculum areas. There are particularly strong links in hospitality, where employers provide enrichment

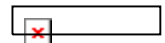
activities and work experience for full-time students. Work-based learning provision covers most occupational areas in the local economy.

22. Arrangements for recruiting and guiding students are good. The college has well-established links with local schools and provides impartial advice and information for potential students. Well-attended open days, evening events, school advice sessions and parents' evenings are organised to provide up-to-date information on courses. School pupils also visit the college as part of special subject programmes and shadowing visits. Informative literature is produced for a wide range of potential students. There is a well-run advice centre that deals effectively with enquiries.

23. Students receive good guidance and support. Induction programmes are generally well managed and allow students to settle into programmes of study and understand their rights and responsibilities as well as the demands of the course. Most tutorials are effective. However, there is some inconsistency in the effectiveness of links between faculty tutors and support and guidance staff, with the consequence that there is insufficient support for some students. The pastoral support team provides discreet and effective support for students although the present staffing levels limit the scope of initiatives and programmes which they can undertake. Successfully focused support for level 2 students demonstrates the potential effectiveness of dedicated programmes to address issues such as retention and underachievement. Students at risk of not completing their course are monitored and receive extra support when necessary. The college has some records of students in public care, through self-declaration at enrolment.

24. The college provides a comprehensive range of guidance and welfare services. These services are accessible, well used and highly regarded by students. Financial advice and assistance for students are good. Retention rates for learner support fund beneficiaries are significantly higher than non-beneficiaries across the whole range of college programmes. Students have access to specialist careers advice. The partnership with the local Connexions service is effective and good impartial careers guidance is provided by both Connexions staff and the college careers advisors. There is good HE guidance, particularly within the level 3 access to HE course, where 83% of completers progressed to HE in 2003.

## Leadership and management



25. Leadership and management are satisfactory. The college has a clear sense of purpose. The mission and strategic aims are well understood by staff. Since the last inspection, the college has increased student numbers, improved attendance and achievement, completed a major refurbishment of part of its accommodation and introduced a new curriculum management structure. A new principal was appointed in 2004. The college has dealt successfully with most of the weaknesses identified in 1999 in the report by inspectors of the FEFC and maintained its strengths. However, low retention rates persist on too many courses, and the management of additional learning support, work-based learning, GCE A-level provision and key skills is ineffective.

26. The college's three-year development plan is a concise document that identifies seven strategic objectives. Each of the objectives is associated with clear targets for improvement. The targets are incorporated into the college's operational plans. The college has been successful in meeting many of its targets, for example, the achievement of students at level 1 and level 2. However, most of its targets for retention rates have not been met.

27. Governance is satisfactory. The college has successfully addressed the weaknesses in governance identified at the last inspection. Members of the corporation are drawn from a variety of backgrounds in the local community, and are appropriately involved in setting the strategic direction of the college and in approving its key business targets. They have a broad range of skills and experience that is relevant to the needs of the college. Governors are well informed on the main issues facing the college.

28. The operational management of the college is effectively overseen by the senior management team, which comprises the principal, the vice principals and the seven heads of school. The new curriculum management structure delegates authority and accountability to the heads of school. All staff understand the structure and it is working well, particularly in health and social care, basic skills and students with learning difficulties and/or disabilities. Course managers have considerable autonomy to develop the curriculum in response to needs that they have identified in the college development plan. New curriculum developments must satisfy the demands of the course-costing model. It is still too early to measure the extent to which the new management structure will lead to improvement, although students' achievement has improved following some changes in teaching strategies. The college is optimistic that retention rates will improve and that success rates will continue to rise.

29. Management at course level is generally satisfactory and sometimes good. Improving standards of students' achievement are evident in most areas of learning. Schemes of work are of high quality and have been revised and extended in many areas to support the introduction of new courses. Course review procedures are mostly satisfactory. Staff understand their targets for retention and pass rates and monitor them at regular team meetings. Part-time and fractional staff may be paid to attend the most important of these meetings.

30. Quality assurance procedures have improved since the last inspection and are satisfactory. However, the inconsistent application of quality assurance policies in the curriculum detracts from their usefulness in helping to raise standards. The outcomes of lesson observations are not used systematically to inform plans for improving the quality of teaching. In visual and performing arts, feedback to teachers is insufficiently detailed for them to know how to improve. The college's self-assessment report is aligned to the structure of the Common Inspection Framework and, in most aspects, provides an appropriate level of detail. Strengths and weaknesses identified in the report are generally accurate, but some weaknesses in teaching are understated. The indicative grades for programme areas reached by the college are generally overstated.

31. Unit managers, programme managers and heads of school carry out the annual appraisal of all full-time and substantive part-time staff. A confidential lesson observation by the manager forms an integral part of appraisal, alongside consideration of personal and professional development needs. The college supports the majority of staff development requested; analysis and evaluation of the staff development undertaken are adequate.

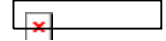
32. The management information system provides accurate, timely and reliable information for staff and governors. The system is well established, with a wide range of relevant reports available to staff through the college intranet or in paper form. Reports are updated regularly. Course teams make good use of the reports in undertaking their annual course reviews and, in some teams, use the data to identify trends in performance.

33. There is strong leadership and management of equality of opportunity. The college has an equality policy, a race equality policy and a race equality action plan, complying fully with its statutory requirements under the Race Relations (Amendment) Act 2000. There is regular consultation with staff and students on the implementation of the race equality policy. All staff and governors have undertaken comprehensive staff development in equal opportunities. Enrolment, retention rates and pass rates are analysed by ethnicity, gender and disability at course team, school and college levels, with reports presented to the college equality assurance committee and to governors. However, the outcomes of the analysis are not always translated into effective actions for improvement. The college recognises the underperformance of young white males on full-time courses, but has not set targets to deal with it. Diversity and multicultural issues are promoted effectively in the classroom in art and design, catering and on students with learning difficulties and/or disabilities courses but less so in other areas. Complaints are dealt with effectively and are reported to the corporation annually.

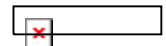
34. The college has undertaken benchmarking exercises to compare its performance with that of other colleges. Financial management and the management of resources are satisfactory. Teachers are deployed effectively and efficiently. The college has taken the decision to offer many classes in community venues despite low numbers of students, reducing the ability of the college to provide

value for money in all aspects of its work. Overall, however, the college provides satisfactory value for money.

### **Part C: Curriculum and occupational areas**



#### **Land-based industries**



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

#### **Strengths**

- excellent retention and pass rates on animal care courses
  
- good academic and pastoral support for students
  
- good management of full-time courses
  
- effective links with employers and industry.

#### **Weaknesses**

- narrow range of provision
  
- lack of challenge and stimulus in theory teaching
  
- poorly equipped laboratories
  
- insufficient opportunities for full-time students to gain additional qualifications.

### **Scope of provision**

35. The college offers full-time first diploma courses in animal care, horse care, countryside and environment, and national diplomas in animal management, horse management and countryside management. There are also part-time courses in horticulture, floristry, dog grooming and animal health and nursing. Some 208 full-time students and 138 part-time students are enrolled, of which 120 full-time and 64 part-time students are following courses in animal care. The land-based provision is located in temporary rented accommodation pending re-location to new premises. The range of provision which can be offered in this temporary accommodation is too narrow to meet the needs of all students. There is no full-time entry or level 1 provision, and no work-based provision. The range of part-time courses is insufficient. All national diploma students are offered an additional qualification in first aid; however, they are not able to gain other qualifications which they need to undertake the full range of work in their industry.

### **Achievement and standards**

36. There are excellent retention and pass rates on animal care courses. The pass rate on the national diploma in animal care was 95% in 2003. The pass rate on the first diploma course has improved, and in 2003 exceeded the national average by 14%. Pass rates are high on the national certificate in floristry, the certificate in gardening and the amateur gardening general certificate for those students who complete the course. The standard of students' work is satisfactory. The best examples of students' written work demonstrate extensive research and excellent presentation. The development of practical and personal skills is good, except on animal care courses where practical skills development is weak.

### **A sample of retention and pass rates in land-based industries, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Certificate in gardening	1	No. of starts	35	37	*
		% retention	54	27	*
		% pass rate	89	80	*
First diploma in animal care	2	No. of starts	23	24	31
		% retention	65	71	87
		% pass rate	60	65	93
National diploma in animal care	3	No. of starts	59	49	43
		% retention	80	57	93
		% pass rate	94	86	95

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 starters enrolled

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

37. Most teaching is satisfactory. Teachers produce detailed schemes of work and lesson plans, although in some plans the stated objectives are unclear and it is therefore difficult to assess whether they have been achieved. There is good practical teaching on horse management courses. In a national diploma in horse management lesson on jumping, the teacher overcame challenging weather conditions and gave precise instructions while students ensured that their horses were properly prepared and warmed up. Each student jumped in turn, was given constructive feedback and praised where appropriate. There is good teaching on floristry courses. Students speak highly of the quality of the teaching and many travel long distances to attend the weekly evening class.



Theory lessons are not as effective, and weaker lessons fail to provide sufficient challenge and stimulus. Students spend much of their time listening to the teacher or completing handouts. Teachers do not regularly check on learning and understanding in theory lessons. Their questioning techniques are poor. Little use is made of IT.

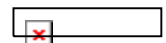
38. Assessment is carefully planned. Thorough internal verification of assessment is carried out regularly, with constructive feedback given by the verifier. Assignments are marked and returned promptly. Academic and pastoral support for students are good. Tutors are aware of student's circumstances and individual needs, and demonstrate high levels of commitment to their success. In the case of absence, there is early intervention and appropriate action taken. There are effective links with employers and industry. Students benefit from strong links with local authorities and industry organisations, which provide work placements, case study material and opportunities for practical work. All full-time students take part in work experience. There is a varied range of placements, but the monitoring of training in the workplace is weak.

39. Staff have good vocational qualifications and most either have or are working towards a teaching qualification. Many teachers have recent industrial experience. Many practical facilities are unavailable at the current location for land-based industries, and courses are operating in unsuitable accommodation. The college annex where land-based courses are based is currently undergoing a major re-development. Laboratories on the main site are poorly equipped. There is a lack of suitable equipment for students to undertake practical scientific study, particularly in horse management and animal care. There are few resources for the teaching of animal nursing. Numbers of some animal species, for example, rodents, dogs and cats, are insufficient for the number of animal care students to practice handling and caring for them. Students do not spend sufficient time with animals to develop the level of animal husbandry required to be competent workers in the animal care industry. There are no opportunities for more advanced students to develop supervisory skills; for example, second-year students are not given responsibility for monitoring animal units. The collection of exotic animals is housed in well-designed and spacious rooms. It provides good opportunities to study animal behaviour. There are good facilities for teaching horse management. The college uses a large commercial riding school and livery yard, which has a broad range of horses and provides opportunities to teach and practice stable management and equitation. There is a large, recently constructed outdoor ménage and a smaller indoor school.

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

40. Leadership and management of full-time courses are good. Course tutors have devised and implemented tracking and recording systems to ensure that the monitoring of students' progress is effective. Course teams undertake rigorous and timely course reviews. They are aware of targets and benchmarks, and set challenging targets for the future. The retention and pass rates on persistently under-performing courses have improved. All staff are involved in course reviews, target setting and self-assessment. The outcomes of course reviews form the basis of the annual self-assessment report.

### **Construction**



Overall provision in this area is **unsatisfactory (grade 4)**

Contributory grade for work-based learning is **unsatisfactory (grade 4)**

### ***Strengths***

- high pass rates on electrical installation courses

- good accommodation for brickwork and carpentry and joinery courses
  
- good provision for students aged 14 to 16.

### ***Weaknesses***

- low retention rates on many courses
  
- low pass rates for work-based learning
  
- unsatisfactory teaching on level 3 technician courses
  
- lack of students' punctuality.

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

41. The college offers programmes in bricklaying, carpentry and joinery and electrical installation. Programmes are offered at level 1 to level 4 and cover both craft and technician studies. There are some gaps in the range of provision; there is currently no provision in plastering, painting and decorating or gas fitting. There are 633 students following construction courses, with equal numbers of students aged 16 to 18 and adults. There are also some 235 work-based learners, of whom some 73% are following the foundation modern apprenticeship framework. The college makes extensive provision for students aged 14 to 16, including taster sessions, work shadowing, school links and work with targeted groups of disaffected school pupils. The courses are highly valued by local schools and the demand exceeds the college's capacity to provide them.

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

42. Pass rates on many courses are at, or slightly below the national average. However, there are high pass rates on all electrical installation courses. In 2003, the pass rate NVQ level 2 carpentry and joinery was also high. Retention rates are low on many courses. The retention rate for NVQ mechanical engineering services (plumbing) level 2 was very low at 25%, in 2003. Progression rates are good for those students who complete their course. Modern apprentices have poor achievements. During the period 2001 to 2003, only 7% of the 149 learners completed the full modern apprenticeship framework successfully.

43. Most craft students demonstrate good practical skills and produce work of industry standard, but they frequently take longer than planned. There is good support and encouragement for students to participate in regional and national skills competitions. Four carpentry and joinery students have recently won awards in the regional Skill Build competition. Technician students, particularly in their integrated vocational assignments, produce work below the standards indicated by awarding body

criteria. Students' punctuality is poor, both at the start of the day and when students are returning from breaks. Lessons are frequently disrupted and students are rarely challenged on their lateness.

***A sample of retention and pass rates in construction, 2001 to 2003***

Qualification	Level	Completion year:	2001	2002	2003
NVQ wood occupations	1	No. of starts	77	32	26
		% retention	81	69	65
		% pass rate	55	95	59
Electrical installation competencies, part 2 (one year)	2	No. of starts	49	32	39
		% retention	84	56	90
		% pass rate	63	67	60
NVQ bricklaying	2	No. of starts	49	32	38
		% retention	22	13	45
		% pass rate	27	75	82
NVQ mechanical engineering services (plumbing)	2	No. of starts	21	*	40
		% retention	62	*	25
		% pass rate	54	*	100
National certificate in building studies	3	No. of starts	19	17	24
		% retention	54	41	79
		% pass rate	80	57	68
National diploma in construction	3	No. of starts	19	17	**
		% retention	53	41	**
		% pass rate	80	57	**

Source: ISR (2001 and 2002), college (2003)

\* course did not run

\*\* fewer than 15 starters enrolled

***Quality of education and training***

44. The standard of practical teaching is mostly good. In a successful NVQ level 2 brickwork lesson on segmental arches and wall piers, students demonstrated that they were able to read plans, set out the brickwork and gauge bricks correctly. The line, level and pointing of their brickwork was good. Students were able to explain tolerances for brickwork line, level and finish. By the end of the lesson, some students had demonstrated, through the quality of finish, cutting of bricks and pointing, to a standard of work which was well above that required at level 2. Too much theory teaching is unsatisfactory: particularly in lessons for level 3 technician courses. Unsatisfactory lessons are characterised by poor planning and classroom management. In a national certificate in civil engineering lesson, the teacher conducted individual interviews with students on work they had already completed, while the rest of the class worked independently on an integrated vocational assignment. The students talked amongst themselves and made little attempt to complete the assignment. The teacher did not challenge their lack of work and effort.

45. The monitoring of students' progress on craft courses is satisfactory. Students' individual learning plans are closely linked to assessment criteria and provide a useful framework for measuring progress. Assessment decisions are clear and tutors give appropriate guidance to students on how they can improve their performance. However, teachers have a poor understanding

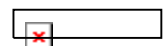
of the awarding body requirements on technician courses and make insufficient demands of their students. Internal verification procedures are in place but are insufficiently rigorous. Work-based assessment procedures have improved and are now satisfactory. Modern apprentices understand the assessment procedures and are making better progress towards completion of their NVQ. Overall, the quality of tutorials is satisfactory. On most courses, students are well supported by tutors, training co-ordinators and employers. Tutors identify and provide help to those students who require additional support. However, not all students who are identified as needing additional learning support receive it or take it up.

46. Most staff have appropriate teaching qualifications and relevant industrial experience. Technicians provide good support in practical workshops. The accommodation for brickwork and carpentry and joinery courses is good. It is sufficiently spacious to enable students to practise their skills on full-sized projects. Most workshops are well staffed, well equipped with modern tools and have an adequate supply of materials for practical work. However, the current accommodation for plumbing is too cramped and severely restricts the amount of assessment which can take place. There is an appropriate emphasis on health and safety and the maintenance of a safe and tidy work area in all workshops. Students have good access to computers.

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

47. Leadership and management are unsatisfactory. The college correctly identified some, but not all, of the significant weaknesses in its construction provision through self-assessment. Although it recognises the poor performance of modern apprentices, the self-assessment report does not identify the weaknesses in teaching and fails to attach sufficient importance to the low retention rates on many courses. Action plans do not contain enough detail on the specific actions to be taken. Although course teams are becoming more familiar with using management information, they do not use it to provide specific, measurable targets for improvement. A new head of school has been appointed recently and is beginning to address some of these issues. However, there are few full meetings between staff on different sites and little discussion of common issues or establishment of shared goals. The college has been awarded funding to develop a Centre of Vocational Excellence (CoVE), in partnership with two neighbouring colleges, for the provision of gas fitting and plumbing courses. The centre has yet to become operational.

## **Engineering**



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

### ***Strengths***

- wide range of courses
  
- good use of IT in teaching and learning
  
- very good specialist computer-aided resources for manufacture and motor vehicle engineering courses.

### **Weaknesses**

- low retention rates on full-time courses
- slow completion of modern apprenticeship frameworks
- unsatisfactory use of assessment in monitoring students' progress.

### **Scope of provision**

48. The college offers a wide range of courses in motor vehicle maintenance, body repair and paint refinishing, electronics, manufacturing and fabrication and welding. Evening classes, mainly in the use of new technology in engineering, largely attract adult students who wish to up date their skills. The engineering school is a CoVE in computer-aided design and manufacture. The CoVE offers a broad range of programmes from level 2 to level 4, both within the college and at local universities. There are 1373 engineering students, of which 378 study full time and 731 are aged 16 to 18. The college offers work-based learning in motor vehicle, fabrication and welding. There are currently 20 advanced and 79 foundation modern apprentices. Some 80 students aged 14 to 16 years follow programmes in motor vehicle and manufacturing. The college has been particularly responsive to students who have been affected by other providers withdrawing their engineering provision.

### **Achievement and standards**

49. Pass rates on most courses are satisfactory. However, retention rates are low on many full-time courses. Many work-based learners achieve the modern apprenticeship framework but exceed their expected completion date. Students' work is generally good. In a fabrication and welding lesson first-year students manufactured a paint pot and demonstrated accurate measuring, cutting, folding and beading of the edges of the metal. The completed pots were of a very high standard. Students have good IT skills and regularly use computers in producing reports, creating drawings and in the manufacture of engineering components. Within the CoVE, the standard of students' work is high. Students work confidently on complex and intricate machining activities. Most students have good personal skills and relate well to their teachers and fellow students.

### **A sample of retention and pass rates in engineering, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
City and Guilds 1603 basic machining skills	1	No. of starts	92	59	65
		% retention	98	100	98
		% pass rate	97	98	78
City and Guilds 2280- 02 mechanical production competences part 2	2	No. of starts	21	42	24
		% retention	100	52	100
		% pass rate	100	100	96
City and Guilds 2290-	2	No. of starts	29	29	30

welding competences part 2		% pass rate	75	90	75
Vehicle mechanical and electronic systems unit replacement	2	No. of starts	*	24	33
		% retention	*	71	61
		% pass rate	*	100	70
City and Guilds 2301-03 Computer-aided engineering competences part 2 part programming	2	No. of starts	56	36	40
		% retention	91	89	83
		% pass rate	84	97	61
National certificate in engineering	3	No. of starts	37	41	30
		% retention	76	41	67
		% pass rate	86	94	80

Source: ISR (2001 and 2002), college (2003)

\* course did not run

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

50. Most teaching is satisfactory and some of it is good. Course teams use standard documentation for course and lesson planning. The use of these documents results in well-planned lessons and schemes of work, ensuring effective coverage of the course specification or syllabus. In the best lessons, teachers relate the content to industrial practice effectively and students' broader experiences. There is good consideration given to health and safety in practical lessons. Some teachers set high standards and encourage their students to aspire to those standards through active participation in the lessons. In these lessons, teachers often make frequent checks on learning through the use of directed questions. In a motor vehicle body repair lesson the teacher made effective use of question and answer techniques to encourage the students to relate the theory to their own practical experiences. Students responded well and displayed a thorough understanding of gas welding techniques. However, this good practice is not shared and many other lessons are inadequately planned and conducted at too slow a pace. Often insufficient account is taken of key skills development in the lesson plan, and teachers fail to take full account of students' identified learning needs. There are many examples of good use of ILT in lessons; students regularly use the internet in support of their research and teachers use data projectors for presentations or use computer simulations to illustrate particular technological features. In a lesson covering some of the basic principles of programmable logic controllers, the teacher used a software package connected to a model and was able to demonstrate how switch actions affected the outputs from the controller. The virtual learning environment under development by the college is being used well by teachers to support learning.

51. Assessments are set at an appropriate standard and meet the requirements of both students and awarding bodies. During practical lessons, students receive immediate verbal feedback on the quality of their work. However, in theory lessons, the monitoring of students' performance is weak and remedial action is not fully documented. Most work-based learners have good opportunities to collect evidence in the workplace. Assessment is carried out on demand or by prior arrangement. Motor vehicle learners also gather evidence through the use of a job card system. Internal verification does not identify poor feedback practices or make a full contribution to improving the quality of assessment.

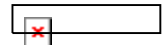
52. Students value their individual tutorials. However, the tutorial programme for full-time students is underdeveloped and does not take full account of students' broader needs. Full-time students lack enrichment in their programmes and rarely take part in visits or benefit from visiting speakers. Work-based learners are well supported by their training and assessment co-ordinators.

53. Members of staff are well qualified and have a broad range of vocational experience. However, the curriculum updating requirements of staff are not fully met, resulting in some poor understanding of awarding body requirements. Training and assessment co-ordinators are effective in conducting reviews and assessment of work based learners; they also have a small teaching commitment and work with learners on portfolio building. Most accommodation is of a high standard, although some of the classrooms used by motor vehicle students have inadequate ventilation and natural lighting. Resources are good, particularly for computer-aided engineering, motor vehicle, electrical and electronic systems and fabrication. The comprehensive range of computer-controlled machines and associated computer hardware and software enables a wide variety of courses to be offered. School link students following the GCSE manufacturing course have produced high quality desk tidies and compact disc storage racks made from both plastic and metallic materials by using this equipment.

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

54. Leadership and management are satisfactory. Most course teams meet regularly. Course team leaders compare their course performance with published national averages and set targets for improvement. Work-based learners are well managed by training and assessment co-ordinators. The CoVE provision is well managed and employers are effectively involved in its development. The college's self-assessment of engineering and engineering work-based learning correctly identifies the significant strengths and weaknesses in the provision.

### **Business administration, management and professional**



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

#### ***Strengths***

- high pass rates for NVQ level 2 business administration, NVQ level 4 accounting, and GNVQ foundation business
  
- good teaching and learning which meets the needs of individual students
  
- good skills development in administration and management courses.

#### ***Weaknesses***

- low pass rates on NVQ level 3 accounts and AVCE business courses
  
- low and declining retention rates on GNVQ intermediate and AS-level business courses

- poor completion rates on modern apprenticeships.

### **Scope of provision**

55. The college offers a wide range of courses at levels 1 to 4. There are currently 1,076 students of which 77% are adults. Some 21% of students, mostly aged 16 to 18, follow full-time courses. Full-time courses include AVCE business, AS-level and GCE A-level business, GNVQ foundation and intermediate business and NVQ administration. Part-time courses include NVQ accounting at levels 1 to 4 and a range of small business, supervisory and professional courses, some of which are taught on employers' premises. Some 39 trainees are following the modern apprenticeship framework in business administration.

### **Achievement and standards**

56. Overall pass rates are satisfactory, although there are significant differences between courses. In 2003, there were high pass rates on NVQ level 2 business administration, NVQ level 4 accounting, and GNVQ foundation business. However, the pass rates on NVQ level 3 accounts and AVCE business were well below the national average. Retention rates on many courses are low, and for GNVQ intermediate and AS-level business have declined to below the national average.

57. Students of all ages are highly motivated. They develop good independent study skills, and offer each other effective mutual support. On most courses, written work is well organised and presented. Students demonstrate good use of IT in their assignments and presentations. Full-time students are confident in the application of specialist skills and cope well with the work-related aspects of their courses. Students on management courses display high levels of oral and critical skills, and display a high level of understanding of key management principles and theories. Students on administration courses demonstrate good practical skills, which they develop in the context of a wider understanding of the business sector. Modern apprentices demonstrate appropriate levels of competence in administration skills. However, only 21% of advanced modern apprentices and 14% of foundation modern apprentices who began their training in 2000 completed the framework. Some 50% of learners achieved the NVQ and left the programme to enter full-time employment.

### **A sample of retention and pass rates in business administration, management and professional, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GNVQ intermediate business	2	No. of starts	32	37	41
		% retention	84	73	56
		% pass rate	44	67	61
NVQ business administration	2	No. of starts	30	38	37
		% retention	80	79	76
		% pass rate	88	83	86
AS-level business / management / office studies	3	No. of starts	58	59	30
		% retention	64	76	67
		% pass rate	76	56	70
AVCE business	3	No. of starts	46	33	18
		% retention	78	67	89
		% pass rate	83	43	69



NVQ accounting	3	No. of starts	48	61	46
		% retention	79	82	85
		% pass rate	50	78	49
NVQ accounting	4	No. of starts	23	30	36
		% retention	96	90	89
		% pass rate	18	74	75

Source: ISR (2001 and 2002), college (2003)

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

58. Most teaching is at least satisfactory and much of it is good. In the best lessons, there are detailed schemes of work and lesson plans that take account of the differing needs of individual students. Students experience an appropriate range of learning activities and are provided with high quality learning materials. Teachers regularly check that students understand what they are doing and provide effective support to students who find the work difficult. Good use is made of the students' own experience to add realism to lessons. A group of NVQ level 2 administration students produced templates for curriculum vitae and letters of application. At the beginning of the lesson, students displayed very different levels of understanding and competence in literacy. The teacher provided a selection of learning materials to help students with the task and provided additional help during the lesson to those who needed it. Students worked effectively in groups to discuss their work. By the end of the lesson, all of the students had devised their own template and produced their own draft curriculum vitae. The more able students also produced a résumé to accompany the template. Students responded enthusiastically to the task and appreciated the relevance of the lesson to their own lives. In less successful lessons, teachers concentrate on syllabus coverage rather than developing students' learning. These lessons are dominated by the teacher and leave few opportunities for students to participate.

59. Assessment procedures are satisfactory and meet awarding body requirements. Students receive appropriately detailed written and verbal feedback on their work, although spelling and grammatical errors are often not corrected. Work-based assessment procedures have been recently revised, and for administration programmes now incorporate the assessment of key skills in the workplace. Learners receive appropriate, impartial advice at enrolment. Initial assessment procedures are good, but students who are identified as requiring additional support are often late to take it up. Tutorials for full-time students and progress reviews for part-time students follow common procedures and are mostly effective, although some tutors take more positive action on poor attendance and punctuality than others. Learners on work-based programmes have regular contact with their tutor; their progress reviews are carried out at work.

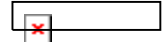
60. Staff are appropriately qualified and experienced for the courses they teach. Teachers display good subject knowledge and enjoy good relationships with students. Accommodation and resources are satisfactory. However, some classrooms provide insufficient access to computers. The administration training office provides industry-standard equipment and a good environment for practical skills training.

### **Leadership and management**

61. Leadership and management are good. Managers provide strong and positive leadership. Communication is effective and accountability is clear. Courses are well managed. There has been much recent effort put into quality improvement by course teams, which is yet to be fully realised in terms of successful outcomes. Although attendance, punctuality and students' attainment have improved, it is too early to assess their overall impact on retention and pass rates. The management of work-based learning has improved, but this has yet to be translated into an increase in the successful completions of modern apprenticeship frameworks. Links with employers are satisfactory. However, there is no management strategy to develop partnership arrangements with relevant

employers, or to understand and meet industry needs. Self-assessment is satisfactory. The current report identifies most of the provision's key strengths and weaknesses. However, management information is underused and judgements on the quality of teaching are too general to be of value in subsequent action plans. Resource management is effective. Teachers are deployed efficiently.

### Information and communications technology



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

#### **Strengths**

- extensive community and outreach provision
  
- high pass rates on many courses
  
- effective teaching which promotes the professional use of IT skills.

#### **Weaknesses**

- unsatisfactory retention rates on many part-time courses
  
- low attainment in communications skills and literacy which hinders student progress
  
- inconsistent experience of students in outreach provision.

#### **Scope of provision**

62. The college offers a wide range of courses from entry level to level 4. Full-time courses include GNVQ foundation and intermediate and AVCE ICT, GCSE ICT and GCE A-level in computing. There are currently 416 full-time students, most of which are aged 16 to 18. A wide range of part-time computer applications courses is available at the main college site or as part of the college's extensive community outreach provision. Courses are offered at a separate location in the town centre called the Learning Zone, and at 11 community venues. The Learning Zone and the college's flexible learning centre offer provision in which students can attend at times to suit them and study on a range of levels and topics. Nearly all of the current 2,827 part-time students are adults. There are good progression opportunities from entry level up to level 3, and there are close links with local universities for progression into HE.

### **Achievement and standards**

63. There are high pass rates on many courses. Full-time courses, including the AVCE IT, GCSE IT and GCE A-level IT, all had high pass rates in 2003. The pass rate for GNVQ intermediate IT has been well above the national average for each of the years 2001 to 2003. Pass rates on part-time courses, including computer literacy and information technology (CLAIT), European computer driving licence (ECDL) and information business technology (IBT) are all well above the national average. Large numbers of part-time students take individual course units rather than a full qualification and pass rates for these are also high. However, retention rates are unsatisfactory on many part-time courses. The City and Guilds 7262 course is followed by large numbers of students at the Learning Zone and has low retention rates at level 1 and level 2. The college's GNVQ foundation and AVCE IT courses have low retention rates. Although the overall CLAIT retention rate has improved to match the national average, it conceals retention rates which are below 50% at some centres.

64. Most students reach appropriate standards in analysis, manipulation and keyboard skills. Full-time students are encouraged to find realistic contexts within which to develop their skills. One group of students designed websites for a local arts company in 2003 and, this year, are producing a range of website designs for the college restaurant, one of which will be chosen to advertise the restaurant on the Internet. Many full-time students have poor literacy and numeracy skills when they join the college and make slow progress subsequently in key skills. This hinders their progress and leads to lower grades in assignments than might otherwise be the case. Adult students find they can apply their IT skills at work or in hobbies, to help family members, or in voluntary activities. Progression to HE is good. In 2003, some 75% of students were successful with their applications to HE. The attendance rate of 80% is satisfactory.

### **A sample of retention and pass rates in information and communications technology, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Certificate in ICT	Entry	No. of starts	512	388	369
		% retention	65	81	72
		% pass rate	82	76	78
CLAIT (short and one year)	1	No. of starts	1,206	849	670
		% retention	66	87	81
		% pass rate	87	77	75
GNVQ intermediate IT	2	No. of starts	92	67	67
		% retention	42	73	75
		% pass rate	42	73	75
ECDL	2	No. of starts	346	295	22
		% retention	80	88	95
		% pass rate	76	73	97
GNVQ advanced ICT / AVCE ICT	3	No. of starts	65	47	49
		% retention	57	62	80
		% pass rate	73	90	90
IBT	3	No. of starts	152	128	75
		% retention	74	84	84
		% pass rate	66	64	73

Source: ISR (2001 and 2002), college (2003)

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

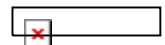
65. Most teaching is good and none is unsatisfactory. Clear schemes of work include details of how topics can be best taught and assessed. Most lessons are well planned. Lesson plans usually include a detailed profile of the students in the class, enabling teachers to match the level and amount of support they give to the needs of individuals. The most effective lessons provide good opportunities for students to develop and extend their practical skills in commercial environments. In one well-planned, full-time AVCE class, students were learning about computer networks for a challenging assignment on designing a network for a local education authority. The students visited the college network room, undertook practical work to learn how to install network cards into computers, and produced accurate schedules for the work. In the less successful lessons, teachers do not consider the different learning needs of the students in the class. In the outreach centres, teachers do not fully assess the prior knowledge of students or take their individual learning needs into account. Too often, the whole class is set the same task.

66. Assessment is fair and carried out in accordance with awarding body requirements. Tutorial arrangements are effective, particularly for part-time students, who value their progress reviews. Most teachers have appropriate qualifications but few of them have undertaken any recent industrial updating or training. Accommodation is satisfactory. Students have access to up-to-date computers and software. There is an adequate supply of IT projectors. Most learning aids are good, being a mixture of commercial and college-produced materials. Students can gain access to a range of materials on the college intranet or virtual learning environment. However, the materials have not yet been developed sufficiently to support and encourage more differentiated teaching.

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

67. Leadership and management of this large and diverse provision are satisfactory. The responsibility for course management is split between several schools. A co-ordinating committee is effective in avoiding duplication of courses and ensuring that resources are targeted where the need is greatest. The quality of the provision in the outreach centres is variable. Teachers often use materials and teaching approaches which could be improved by the sharing of best practice. Students' achievements vary significantly between centres. The college does not analyse the differences in pass and retention rates between different groups of students who take the same course at different venues. The self-assessment report identified most of the provision's strengths and weaknesses.

### **Hospitality and catering**



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

#### ***Strengths***

- high pass rates on most courses
  
- productive links with industry which enhance students' learning
  
- good guidance and support for students.

### **Weaknesses**

- low retention rates on NVQ level 2 and level 3 food preparation and cooking courses
- inappropriate working practice in some practical lessons
- lack of differentiation in many theory lessons.

### **Scope of provision**

68. The college offers a wide range of hospitality and catering courses. Provision includes NVQs food preparation and cooking at levels 1 to 3, NVQ Afro Caribbean/Asian cookery level 2, NVQ in kitchen and larder level 3, and in patisserie and confectionery, national diploma in hospitality and catering, courses in cake decoration and sugar craft, and courses leading to licensed trade qualifications. There are currently 1,506 students on hospitality and catering courses, of which 96% follow part-time courses. Some 59 students aged 14 to 16 on school link programmes attend the college for one day each week. The college also provides education and training for pupils who have been excluded from mainstream education.

### **Achievement and standards**

69. Pass rates are high on most courses. The pass rates for NVQ food preparation and cooking level 1 and level 3 and AVCE hospitality and catering were 100% in 2003. Most full-time students also gain additional qualifications in subjects including serving food and drink and basic food hygiene. Retention rates are low on NVQ food preparation and cooking level 2 and level 3. The combined retention rates for full and part-time students on these courses in 2003 were only 55% and 63%, respectively.

70. NVQ students demonstrate good teamwork in college kitchens and restaurants and display good social skills when dealing with customers. They take pride in their appearance, are neatly dressed in college uniforms and demonstrate good technical skills in serving food and drink. Level 3 students effectively plan, organise and manage special theme dinners which are served in the college training restaurant. Menus in the training kitchens and restaurants provide a good mix of traditional and contemporary styles of cooking, presentation and service, which prepares students well for employment. Students' progression is good. Most go on to gain relevant employment or to study for a more advanced qualification. Students' written work is good. Portfolios are well presented and appropriately cross-referenced to assessment criteria.

### **A sample of retention and pass rates in hospitality and catering, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
NVQ food preparation and cooking	1	No. of starts	25	30	28
		% retention	72	83	79
		% pass rate	100	96	100
NVQ food preparation	2	No. of starts	71	70	67

and cooking		% retention	58	53	55
		% pass rate	95	89	89
Basic food hygiene certificate	2	No. of starts	536	871	860
		% retention	100	99	96
		% pass rate	98	99	92

Source: ISR (2001 and 2002), college (2003)

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

71. Teaching is satisfactory. Most practical lessons are well planned. In a practical pastry class, the teacher organised activities to ensure that students undertaking different levels of study were all engaged in learning. Positive feedback was effectively used to motivate students and help them to build confidence in their ability. In a production kitchen lesson, teachers introduced an element of fun to help students learn. Students competed against each other to see how quickly and efficiently each section of the kitchen could be during the service. Students responded well by working to industrial speeds and serving food of a high standard. They all took responsibility and ownership of their learning and derived satisfaction from their achievements. In some practical lessons, inappropriate working practices go unchecked by the teacher. These include students not wearing correct protective clothing, greasing trays with butter wrappers, sieving large quantities of flour through icing sugar sieves, and working on cluttered and untidy tables. Too many theory lessons fail to address the learning needs of students. Teachers talk too much and do not check that students understand them. In these lessons, teaching lacks imagination and students become distracted.

72. The assessment of students' work in practical lessons is very good. Both in lessons and tutorials, assessment plans are updated regularly, recorded carefully and maintained well. All teachers contribute to assessment planning; students can amend their plans at any time. Teachers generally mark work carefully and provide helpful comments on how students can improve. Spelling mistakes and grammatical errors are corrected. Most students have a clear understanding of what they need to do to achieve their qualification.

73. Guidance and support arrangements are good. Students who apply to the college are given the opportunity to shadow existing students before deciding on their course. Induction is comprehensive and includes a three-day residential at which students begin to develop their ability to work as part of a team. Students' basic skills are assessed during induction and the results used to inform individual learning plans. An analysis of students receiving support shows that these students progress well on their course and achieve high pass rates. Students speak highly of the tutorial support they receive. Tutors carefully monitor attendance and achievement and take prompt and effective action when students under perform.

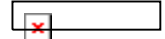
74. There are productive links with industry. Guest chefs work regularly with students at themed dinners. Past students who have established successful careers in the industry visit the college to share their expertise with students and to cook meals with them. Representatives from the industry sponsor student competitions, act as judges and present prizes. Students benefit from an extensive programme of visits, including exchanges with students from mainland Europe. Students communicate with their respective European partners through video conferencing before they visit the country.

75. Teachers are well qualified and experienced. Newly appointed staff and part-time teachers have good up-to-date experience of the industry. However, many teachers who have spent most of their careers in education have not taken the opportunity to update their skills through industrial secondment or further training. Kitchen and restaurant accommodation is good. Students have access to a wide range of materials and food and drink commodities to support their course. The library contains a comprehensive range of books, magazines and specialist periodicals for catering students. However, there are few contemporary cookery books to provide information on modern styles of food presentation. Students have good access to computers.

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

76. Leadership and management are satisfactory. Communication is good. Course teams are appropriately involved in setting targets, which are regularly monitored and form the focus of team meetings. Newly appointed advanced practitioners observe lessons and help teachers to develop new teaching strategies. However, the results of lesson observations are not analysed to highlight good practice that can be shared with others.

### **Sports, leisure and tourism**



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

#### ***Strengths***

- high pass rates on the GNVQ intermediate leisure and tourism and the national diploma in leisure studies
  
- good progression to HE and employment
  
- good specialist resources.

#### ***Weaknesses***

- low and declining pass rate on the national diploma in travel and tourism
  
- students' lack of punctuality
  
- some unsatisfactory accommodation.

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

77. The college offers first and national diplomas in sport, the national diploma in travel and tourism and GNVQ intermediate leisure and tourism. There is no provision at entry level or at level 1. The only part-time provision is the Association of British Travel Agents Certificate (ABTAC) primary course. A wide range of additional qualifications is available to full-time students. These include airfares and ticketing at level 1, the community sports leaders award, the welcome host certificate and the resort representatives course. Some 81% of the 160 students are full time and aged 16 to 18, although most groups include some older students.

### **Achievement and standards**

78. Pass rates on the GNVQ intermediate leisure and tourism course and the national diploma in leisure studies are well above the national average and improving. However, the pass rate for the national diploma in travel and tourism is low and has declined to well below the national average. Pass rates on additional qualifications are mostly high. Retention rates on the GNVQ intermediate leisure and tourism and the national diploma in leisure studies are below the national average. Progression rates are high. In 2003, some 75% of students who completed a level 3 course were successful with their applications to HE.

79. Students' written work at level 3 is generally of a high standard. Students demonstrate good powers of analysis and interpretation and make good use of ICT in their presentations. In courses at level 2, the standard of students' written work is adequate, but lacks imagination and is often poorly presented. Students develop good practical skills. The college participates in a wide variety of regional sports tournaments and celebrates the success of its students in them. Students have represented the college in the national finals of the cross-country running championships and in athletics at county level. Two adult students have won silver and bronze awards for achieving some of the highest marks nationally in the ABTAC primary examinations.

### **A sample of retention and pass rates in sports, leisure and tourism, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Intermediate certificate for resort representatives	2	No. of starts	15	*	25
		% retention	93	*	72
		% pass rate	100	*	83
GNVQ intermediate leisure and tourism	2	No. of starts	34	33	29
		% retention	65	57	69
		% pass rate	64	86	90
National diploma in leisure studies	3	No. of starts	18	*	15
		% retention	33	*	47
		% pass rate	100	*	86
National diploma in travel and tourism	3	No. of starts	34	43	48
		% retention	68	63	83
		% pass rate	87	85	73

Source: ISR (2001 and 2002), college (2003)

\* fewer than 15 starters enrolled

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

80. Most teaching is good. Schemes of work and lesson plans are appropriately detailed. The best examples contain detailed cross-referencing to the unit specification of the course and to relevant key skills units. Teachers use a variety of teaching styles and regularly praise and encourage students on their achievements. Practical lessons are particularly successful. One good lesson enabled students to organise and participate in a 'round robin' indoor tennis tournament. The lesson was effective in developing their practical skills and in preparing them for the community sport leaders award. In the few less effective lessons, teachers do not provide sufficiently challenging activities for all of the students. Lesson plans contain references to extension exercises but these are not implemented effectively in lessons, resulting in some students becoming bored. The punctuality of students is poor. The late arrival of students results in a slow start to many lessons and the loss of momentum in teaching. Although teachers challenge students who are late, this has



little impact on their punctuality at other lessons.

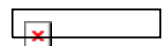
81. Assessment and internal verification procedures are satisfactory. Assignments are carefully assessed and moderated. Students' work is generally marked carefully. Most students value the comments and guidance they receive. Students' progress is monitored effectively through regular tutorials and review weeks. Students speak positively about the formal and informal support they receive from their tutors. However, value added data is not yet used systematically to set targets for individual students. Although the procedures for identifying students who need additional support are effective, some students do not take up the offer of additional support.

82. Staff are well qualified and have a broad range of experience in the industry. Teachers have good access to a wide range of development opportunities. Some of the accommodation at the main college site is unsatisfactory, with poor heating and cramped conditions. Students find it difficult to concentrate in these rooms, and their learning suffers. There are good specialist resources for all courses, including a newly commissioned travel shop and travel and tourism base rooms which contain a good stock of up-to-date guides and brochures. A joint initiative between the college and the local council has provided good practical sports facilities for the college's students. The facilities are situated a few miles from the town centre and include a well-equipped gym, an aerobic studio, a large sports hall, good changing facilities and classrooms for theory teaching. Managers have timetabled courses to minimise the disruption caused to students who need to travel to the site.

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

83. Leadership and management are satisfactory. Communication is good. Part-time staff are well integrated into course teams and some are employed in other fractional posts in the curriculum area, such as the sports development officer and the travel agency supervisor. Course teams are appropriately involved in implementing quality assurance procedures and in reviewing course performance. Management information is used effectively to monitor the performance of courses and students. Equality of opportunity and social inclusion practices are well established and statistics on age, gender and ethnicity are monitored by curriculum managers at course level. The self-assessment report was compiled at programme level and lacked specific information on sports, leisure and tourism courses. It also failed to recognise the significance of students' poor punctuality.

### **Hairdressing and beauty therapy**



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

Contributory grade for work-based learning is **very poor (grade 5)**

#### ***Strengths***

- high pass rates on the majority of full-time courses
  
- good teaching on holistic therapy courses
  
- excellent variety of enrichment programmes

- o effective pastoral support.

**Weaknesses**

- o unsatisfactory retention rates on level 3 and adult fast-track hairdressing courses
- o insufficient development of students' key skills
- o unsatisfactory accommodation and resources
- o ineffective management of work-based learning.

**Scope of provision**

84. The college offers courses leading to NVQs in hairdressing and beauty therapy at levels 1, 2 and 3. Hairdressing provision also includes a fast-track course for adult students who have considerable experience but few formal qualifications in hairdressing. Beauty therapy students may follow courses leading to the national diploma in beauty therapy sciences and the diploma in holistic therapies. There are excellent opportunities for students to increase their qualifications by attending additional classes in subjects including Indian head massage, manicure and pedicure, reflexology and aromatherapy. There are currently 241 full-time and 242 part-time students. Most full-time students are aged 16 to 18. Nearly all part-time students are adults. The college also provides modern apprenticeships in hairdressing for 80 young people based in 75 salons in the local area.

**Achievement and standards**

85. Pass rates are high on the majority of full-time courses and have improved during the period 2001 to 2003. Pass rates are above the national average for NVQs at most levels. Some part-time courses have low pass rates. The electrology certificate pass rate was 30% in 2003; well below the national average. Retention rates on many courses are below the national average. The retention rate of 47% for NVQ level 3 hairdressing was low in 2003. Retention rates were also low for adult students on the fast-track course and for NVQ level 2 beauty therapy. The achievements of modern apprentices are very weak. Of the 51 modern apprentices who began their programme in 2002, 7 learners achieved their NVQ and 4 completed the full framework. There are no advanced modern apprentices currently remaining on the programme.

86. Overall standards of practical work are satisfactory. Students on hairdressing courses complete salon techniques to a satisfactory standard. In lessons, the students carry out a variety of hair colouring techniques and complete them in good time. Holistic therapy students have a good knowledge of body massage movements. Students' portfolio work is of a high standard.

**A sample of retention and pass rates in hairdressing and beauty therapy, 2001 to 2003**

Qualification	Level	Completion year:	2001	2002	2003
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NVQ hairdressing	1	No. of starts	51	44	53
		% retention	65	73	75
		% pass rate	94	97	96
NVQ hairdressing	2	No. of starts	29	45	50
		% retention	28	53	36
		% pass rate	50	42	83
NVQ beauty therapy	2	No. of starts	15	51	70
		% retention	67	71	71
		% pass rate	40	78	72
NVQ beauty therapy	3	No. of starts	18	16	21
		% retention	56	94	86
		% pass rate	40	100	89
National diploma in beauty therapy	3	No. of starts	18	17	17
		% retention	72	65	82
		% pass rate	92	100	93

Source: ISR (2001 and 2002), college (2003)

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

87. Most teaching is satisfactory. Schemes of work contain sufficient detail and lessons are generally well planned. Teachers are enthusiastic and knowledgeable about their subject. However, the effectiveness of some lessons is reduced because there are insufficient clients for students to practise on. Teaching is good in holistic therapy lessons. In one holistic therapy lesson for level 3 students, the teacher had recognised that students did not understand the differences between carrying out treatments on male and female clients. The teacher revised the relevant health, safety and personal issues with the group before they prepared and conducted their individual treatments on male clients. The teacher ably guided and supported the students by demonstrating the correct massage techniques and body posture required. Students demonstrated a good level of understanding and adopted appropriate practical techniques. The students were inspired by the teacher's knowledge and practical skills. In some of the less effective lessons, teachers do not use a sufficient variety of strategies to capture the interest of students. There was no use made of ILT in lessons and little use of IT by students in the presentation of their work. Lessons do not develop students' key skills sufficiently. Key skills tasks are not specifically related to the vocational area and students quickly lose interest. Attendance at key skills lessons is poor.

88. Assessment is thorough, fair and accurate. Assignments are scheduled carefully and teachers provide a detailed commentary on how the work could be improved. The majority of learners' assessments are up to date. Internal verification procedures are satisfactory. Students receive effective pastoral support. All full-time students and work-based learners receive individual tutorials at which any issues which might affect their progress are openly discussed. Part-time students receive less formal, but equally valuable, guidance and are referred to the college's support unit if necessary. Students indicate that these support arrangements have helped them to overcome personal and financial difficulties.

89. Teachers are well qualified and experienced. Most part-time teachers add professional currency to their lessons through their continuing work in the industry. Accommodation and resources are unsatisfactory. There are three hairdressing and three beauty therapy salons that are in need of refurbishment. The hairdressing and some of the beauty therapy provision are situated in different areas of the college. This makes it difficult for clients to get treatments and for students to retrieve the client record cards they need. There is no signage to make clients aware of the location of the

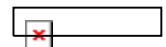
hair and beauty salons. The reception area on the main corridor is small. There is a computerised till but students do not make sufficient use of it to practice their reception, communication and IT skills. Sterilising equipment is in short supply.

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

90. Leadership and management are satisfactory on college-based programmes, but there are significant weaknesses in work-based learning. Managers have implemented a number of strategies to improve retention rates and achievement. Pass rates have subsequently increased. However, retention rates are persistently low on some courses. Self-assessment is reasonably thorough, but the assessment of teaching and learning is insufficiently rigorous.

91. The management and organisation of work-based learning is very poor. Work-based learners complete an initial assessment during induction. However, the assessment is not used effectively to inform their programme choice and some students have been placed on an inappropriate course. Where additional support needs have been identified, they have been implemented too late to be of benefit to learners. The lack of an advanced modern apprenticeship programme results in foundation modern apprentices being unable to progress within the scheme. Assessment is poorly planned. Employers do not receive sufficient information from the college about the assessment requirements of their trainees. The college has recognised many of its problems with work-based learning and has appointed a new part-time work-based co-ordinator. It is too early to say whether this appointment will have any effect on the poor management of work-based learning and the poor achievements of modern apprentices.

### **Health, social care and public services**



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

#### ***Strengths***

- high pass rates on most courses
  
- good preparation of students for further study and employment
  
- flexible and varied teaching activities which meet the needs of individual students
  
- wide range of provision.

#### ***Weaknesses***

- declining pass rates on the national diploma in public services and the national certificate and diploma in care

- low retention rates on some courses
  
- poor teaching accommodation which inhibits learning activities.

**Scope of provision**

92. The college offers a wide range of provision for full-time and part-time students in health, social care and public services. Nearly 80% of the 597 full-time students are aged 16 to 18. Most full-time students follow courses, predominantly at level 3, in health and social care, early years and uniformed public services. Students can progress from entry to HE courses and to employment or professional training. Most of the 1,065 part-time students are adults. In addition to a good choice of courses in health and social care and early years, many adults follow courses in counselling and first aid. Courses are offered at a wide range of community venues as well as at the main site. The college offers modern apprenticeships in care, but there are no students currently enrolled on the programme.

**Achievement and standards**

93. Pass rates are high on most courses. The Council for Awards in Children's Care and Education (CACHE) diploma in childcare and education, developing childminding practice, introduction to pre-school practice and GNVQ foundation health and social care all had a 100% pass rate in 2003. However, pass rates have declined on the national diploma and certificate in care and the national diploma in uniformed public services to below the national average. Retention rates are generally close to the national average, but are low on full-time courses at level 1 and level 3. Students are well prepared for further study and employment. Progression rates to higher level courses are good, and many level 3 health studies and social care students gain an offer of a university place.

94. Most students' work is of a high standard, meeting the requirements of the awarding body. Students on early years courses demonstrate the ability to research, collate and present complex information orally and in their written assignments. Counselling students demonstrate the ability to relate theory to counselling practices at an appropriate level for their course. Students at all levels develop personal and social skills which enable them to develop independent study and practical skills. Attendance was at 82% during inspection, but poor punctuality is a problem on some public service courses.

**A sample of retention and pass rates in health, social care and public services, 2001 to 2003**

Qualification	Level	Completion year:	2001	2002	2003
First diploma in care	2	No. of starts	30	36	44
		% retention	77	83	80
		% pass rate	74	80	80
First diploma in public services	2	No. of starts	17	18	32
		% retention	71	72	84
		% pass rate	100	92	89
National diploma in caring services	3	No. of starts	22	18	20
		% retention	50	56	70

		% pass rate	73	100	79
National diploma in public services	3	No. of starts	26	36	31
		% retention	65	47	52
		% pass rate	88	94	75
Diploma in nursery nursing	3	No. of starts	50	43	44
		% retention	74	91	59
		% pass rate	92	82	100
Developing childminding practice	3	No. of starts	20	26	28
		% retention	85	88	82
		% pass rate	100	100	100

Source: ISR (2001 and 2002), college (2003)

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

95. Most teaching is good. Schemes of work are detailed and identify where there are opportunities for students to develop their key skills. Lesson plans include useful student profiles which identify preferred learning styles and indicate students with unsatisfactory records of punctuality and attendance. Teachers use this information to develop flexible and varied teaching activities that meet the needs of individual students. In a successful lesson on welfare rights for national diploma in social care students, the teacher first divided the class into smaller groups to research the eligibility criteria for state benefits. Each student then devised questions for their peers to test their understanding of the topic. At the end of the lesson, each student made an assessment of their learning and completed a plan for their homework. The teacher and students used the assessment in the following lesson to check that the students had retained what they had learned. In the few less effective lessons, teachers did not provide sufficient opportunities for students to develop their analytical and evaluative skills, and on one occasion the teacher failed to challenge a discriminatory remark made within a course designed to promote professional conduct and core values.

96. There are satisfactory arrangements for assessment and internal verification. Assessment activities are appropriately varied, fair and spread evenly throughout the year. The internal verification of assignment briefs is thorough. NVQ early years candidates now benefit from a drop-in workshop jointly staffed by teacher and assessors. However, there is only one employed assessor for NVQ care, which reduces the opportunities for direct observation of practice. The college is not an accredited centre for NVQ. A delay in certification for NVQ care is owing to the suspension of its partner organisation. At the time of inspection, there had been no internal verification of new NVQ candidates' work in care. Students value their tutorial support. They find their individual progress reviews helpful.

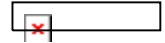
97. Staff are well qualified in their vocational field and either possess or are working towards a teaching qualification. The large number of part-time teachers are effectively inducted to the college. Part-time teachers receive three formal reviews in their first year to monitor their progress and to provide guidance on teaching. There are good displays of students' work in most classrooms. However, much of the teaching accommodation is of low quality. There is poor ventilation in both C and N block classrooms. N block has poor access for wheelchair users. Some classes are too large for the rooms they are required to use and students have to sit with their backs to the teacher. A former cupboard is the only available space for a tutorial room in the early years area.

### **Leadership and management**

98. Leadership and management are good. A high priority is given to promoting social inclusion. The college actively promotes care courses to male students, uniformed public services to female students and early years courses to Asian and black women. Managers are keen to promote

curriculum development. There are plans to introduce a foundation degree in early years. Health and social care managers work with the National Health Service (NHS) West Yorkshire confederation to re-establish the cadet scheme for September 2004 and to fast track health care assistants into the common foundation programme for nursing. The thorough self-assessment process has resulted in an accurate and self-critical report. Actions for improvement have been identified and are monitored through regular course team meetings.

## Visual and performing arts and media



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

### ***Strengths***

- high standard of students' work in textiles, embroidery, performance and music technology
  
- challenging and stimulating teaching
  
- good accommodation for performing arts and music courses
  
- wide range of City and Guilds courses for adults, which contribute to widening participation.

### ***Weaknesses***

- poor attainment of observational drawing skills in art and design
  
- poor studio management in art and design.
  
- insufficient sharing of good practice.

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

99. The college offers a wide range of courses. There are currently 687 full-time students, 60% of which are aged 16 to 18. Most full-time courses are at level 3 and include national diplomas in media studies, art and design, performing arts, music technology and popular music, a post-GCE diploma

in art and design and access to art and design. There are also AS levels and GCE A levels in art, film studies and music. At level 2, there are first diplomas in art and design, performing arts and popular music, and a GCSE dance course. There are no courses at level 1. More than 90% of part-time students are adults, mostly taking one of the wide range of City and Guilds creative studies courses including fashion, interior decorative techniques, millinery, soft furnishings and fashion. Courses are held at the main college, the Huddersfield Media Centre and the Highfield annexe. Many City and Guilds courses are held in community venues and help to widen participation and address social inclusion. Outreach community centres include the Sikh Temple and the Islamia Islamic Centre.

### **Achievement and standards**

100. Overall achievement is satisfactory. Retention rates on courses for students aged 16 to 18 are low but improving. Pass rates are generally at the national average. Retention and pass rates are better on courses for adults. The pass rate for City and Guilds fashion is well above the national average. Students' work is of a high standard on textiles and embroidery courses, and they perform well in performing arts and music technology. In a national diploma in performing arts acting lesson, enthusiastic students demonstrated very good detail in the characterisation and delivery of their monologues. They effectively evaluated and assessed each other's work. The same group gave an extremely convincing performance of a scene from 'The Government Inspector'.

101. In art and design, students on the national diploma and post-GCE foundation diploma have good skills in the experimental use of media. Textile students use colour and texture sensitively. Students had designed and made promotional banners based on the latest trend predictions. One student had used the theme city beach and had worked successfully with found materials. In another lesson, these themes were developed into fashion designs. City and Guilds embroidery students show imaginative use of media and good craft and design skills. There is poor attainment in observational drawing in art and design lessons, resulting in pedestrian work which lacks excitement and energy. Part-time adult students have been awarded medals and commendations by City and Guilds and have won awards from industry. The school holds a number of performances and exhibitions each year, including a multicultural fashion show.

### **A sample of retention and pass rates in visual and performing arts and media, 2001 to 2003**

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GNVQ intermediate art and design	2	No. of starts	23	29	34
		% retention	91	72	82
		% pass rate	76	52	100
First diploma in performing arts	2	No. of starts	36	42	21
		% retention	64	81	67
		% pass rate	83	76	86
City and Guilds 7802 creative skills certificate: fashion (one year)	2	No. of starts	86	37	62
		% retention	66	84	92
		% pass rate	89	94	77
AS-level art/fine art	3	No. of starts	52	56	53
		% retention	81	79	87
		% pass rate	74	75	85
Diploma in foundation studies in art and design	3	No. of starts	56	48	53
		% retention	84	94	85
		% pass rate	85	93	89



National diploma in media	3	No. of starts	34	24	31
		% retention	79	71	87
		% pass rate	93	100	85
National diploma in music technology	3	No. of starts	26	26	32
		% retention	42	46	50
		% pass rate	82	83	88

Source: ISR (2001 and 2002), college (2003)

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

102. There is much challenging and stimulating teaching. Teachers make effective use of their skills as artists and designers and ensure that work is suitably demanding. Lesson planning is thorough. Teachers devise imaginative and often demanding activities which provide students with good opportunities to develop their knowledge and skills. On the national diploma in music technology course, one teacher used her own management company experience to help students to set up a college record label for their final major project. Art and design project briefs are lively and stimulating. In a well-planned art history lesson a lively discussion on cubism was stimulated by the introduction of an African figurative artefact which demonstrated some of the characteristics of Picassos' drawings.

103. Students contribute energetically to practical lessons. In one drama lesson, students enthusiastically performed improvisations using given props as a stimulus. In the less successful lessons, teachers demonstrate poor questioning techniques, allowing a small number of students to dominate discussion while others become bored and distracted. A few lessons are spoilt by the poor punctuality of the students. On several courses, key skills are integrated into the main programme. First diploma in design students used a presentation of three-dimensional work effectively for a key skills communication presentation.

104. Assessment is thorough and most feedback sheets give useful points for development, although there is some inconsistency in the quality of assessment records. There is no formal internal verification of assessment in performing arts. Support for students is good. There is a strong, supportive tutorial programme; students feel well supported by their tutors. There are good tracking systems in place which are used effectively to monitor students' progress, particularly in music.

105. Relationships between staff and students are good, producing a productive working atmosphere in most lessons. Teachers are well qualified, some with recent or ongoing industry experience. This greatly enhances the relevance of the lessons they teach. However, there are very few formal links with industry. Accommodation and resources are satisfactory overall, but are good for performing arts. There is a large, airy, well-equipped dance studio with sprung floor, a large, flexible theatre with control booth and gallery, music studios, rehearsal rooms and drama studios. Equipment for music technology is of a high standard.

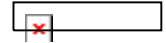
106. There is some poor studio management in art and design. The school has moved into newly refurbished accommodation and teachers are learning to manage the space effectively. There is some inappropriate sharing of studios for conflicting activities and there is overcrowding when two or more groups share the drawing studio. In some workshops, there are insufficient useable work surfaces for design activities. Ineffective domestic extraction does not remove fumes from the textile room.

### **Leadership and management**

107. Leadership and management are satisfactory. There are regular meetings at department and course team level and plenty of useful informal communication. Programme managers have adopted a variety of successful strategies to improve rates retention and achievement. There is insufficient

sharing of good practice between departments in teaching and internal verification. Course reviews are detailed for music and music technology but unsatisfactory for performing arts, where all course reviews are contained in a single document. The course review documentation includes a section for analysing the variety of students' ethnic and racial backgrounds, but this is not always used. However, equal opportunities and diversity are satisfactorily addressed through course content in the variety of texts and music styles used.

## Humanities



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

### **Strengths**

- good progression from access courses to HE
- effective strategies to widening participation
- good individual support for students
- regular, helpful and accurate assessment.

### **Weaknesses**

- low retention rates on many courses
- insufficient engagement of student in some lessons
- insufficient use of resources to enhance learning
- ineffective management of AS-level and GCE A-level provision.

### **Scope of provision**

108. The college offers a limited range of courses at AS level and GCE A level including history, psychology and sociology; there is also a GCSE course in psychology. The main provision is the access to HE course, which covers a wide range of humanities and science subjects. The college has recently introduced a level 2 access course as part of its retention strategy. There are 787 students, some 216 of which were aged 16 to 18 and 571 adults. Some 47% of students are on full-time courses.

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

109. Students who complete the level 3 access to HE course do well. In 2003, some 83% of successful students progressed to HE. Pass rates for AS-level and GCE A-level courses are well below national averages. This weakness has persisted since the last inspection. Retention rates are low on most courses. While the college has engaged several strategies to address retention issues, progress over the last four years has been insignificant. In GCE A-level lessons, many students struggle with the more conceptually difficult aspects of the course. This is reflected in assignment work, which often lacks the depth required at this level. The best examples of students' work on access to HE courses are well constructed and presented; they are detailed and use precise terminology.

### ***A sample of retention and pass rates in humanities, 2001 to 2003***

<b>Qualification</b>	<b>Level</b>	<b>Completion year:</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
GCSE psychology	2	No. of starts	64	30	57
		% retention	70	53	68
		% pass rate	51	68	85
AS-level psychology	3	No. of starts	83	60	64
		% retention	61	60	56
		% pass rate	69	69	56
AS-level sociology	3	No. of starts	59	52	51
		% retention	58	79	76
		% pass rate	59	73	72
GCE A-level psychology *	3	No. of starts	42	25	19
		% retention	29	84	63
		% pass rate	92	81	92
GCE A-level sociology *	3	No. of starts	18	19	18
		% retention	22	58	94
		% pass rate	75	73	76
Access to HE (one year)	3	No. of starts	**	79	86
		% retention	**	76	64
		% pass rate	**	90	94
Access to HE (two years)	3	No. of starts	**	19	105
		% retention	**	95	49
		% pass rate	**	89	93

Source: ISR (2001 and 2002), college (2003)

\* 2001 data relate to the former two-year course; 2002 and 2003 data relate to the one-year course

*\*\* course did not run*

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

110. Most teaching and learning are good or satisfactory. Staff are knowledgeable and enthusiastic about their subjects. Teachers are sensitive to the needs of adult students and provide appropriate encouragement and praise. The best lessons are challenging and participatory, and in these students excel in discursive and interpretive skills. They are particularly good at drawing on their experience and relating it to the theories and concepts under examination. Students engaged in a discussion on cultural bias and labelling compared experiences from Zimbabwe, Jamaica, the United States and a Newcastle housing estate. They related experience to the functionalist and Marxist theories under examination. A language group mused over the images conveyed from a passage in Bill Bryson's *Notes from a Small Island* focusing on his description of Milton Keynes. They argued and displayed analytical skills as they dissected language nuances. Was 'in my delirium' sarcasm or humour? Was Bryson steeped in negativity and pointless comparison with the America he so missed? Another class analysed Shakespeare's *Sonnet 16* and explored this through a number of different media, including the internet, recordings and improvisation. They debated with feeling and skill the line 'love is not love which alters when it alteration finds' to the background of the gloomy skies of a rainy Huddersfield day. In a number of lessons, students are not challenged sufficiently and teachers talk too much. Teachers rely on reading from handouts and are prescriptive and over-directive in discussion. Materials are poorly presented and used in an unimaginative way. No use is made of visual aids. There is insufficient engagement of students' in these lessons.

111. The assessment of students' work is thorough. Teachers return work promptly and write detailed, constructive comments identifying areas for further development. Teachers identify the learning needs of their students and set them realistic but challenging targets. There is good individual support for students. A particular strength of the area is the informal support provided. Students speak highly of the supportive attitude of all staff. Whether at the end of lessons or during lunch hours, students have access to staff for help with academic and personal matters. Students who are returning to education after many years are well guided and well supported. In one tutorial, students conducted a HE interview role play exercise. The exercise was taken with great seriousness and formality. Students valued the role-play as both a confidence building exercise and essential interview preparation for HE. Support for part-time students on access to HE courses is good. Students who receive additional support value the provision highly and demonstrate substantial improvement. However, not all learners who require additional learning support receive it.

112. Staff are generally well qualified and experienced. Classrooms are dull, with very few displays of subject-related materials or students' work. Much of the teaching space provides a dull and uninspiring environment. There is insufficient use of resources to enhance learning. ILT is not integrated into the curriculum. Few references are made to internet or intranet resources to aid independent study. There is also limited use of audio-visual equipment to enhance learning.

### **Leadership and management**

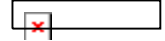
113. Leadership and management are satisfactory. The management of access provision is good. New strategies are being implemented to address retention rates and students' additional learning needs. There is good management of courses and data is used well to inform trends.

114. There is a strong focus on equal opportunities and social inclusion in the access provision. Some 28% of access students are from minority ethnic backgrounds, which is significantly above the proportion in the college and the local area. There are highly effective widening participation strategies.

115. The management of AS-level and GCE A-level provision is ineffective. On most courses, retention and pass rates remain persistently below national averages. The area remains at an early stage in disseminating good practice, in analysing trends and patterns in results and value added data. The self-assessment report, frank and self-critical in addressing retention rates, is insufficiently rigorous and analytical in other aspects, such as teaching and learning. There is currently insufficient

dissemination of good practice within the area. While teachers value the system of appraisal, there is little evidence of its effectiveness in improving teaching and learning.

## Literacy and numeracy



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

### **Strengths**

- good teaching and learning
  
- effective monitoring and evaluation of students' progress
  
- well-resourced provision for basic skills and additional support
  
- good curriculum management on basic skills and GCSE mathematics and English courses
  
- effective community-based literacy and numeracy provision.

### **Weaknesses**

- unsatisfactory management of additional support
  
- unsatisfactory attendance and punctuality in many lessons.

### **Scope of provision**

116. There are 437 adult students and 18 students aged 16 to 18 on discrete literacy and numeracy courses. Most of these students are adults on part-time courses, with more than half studying at 1 of 17 community venues. Enrolments on community basic skills programmes increased by 40% over the twelve months to October 2003. There are also some 311 students who receive additional literacy and numeracy support, either as part of their main course or through attendance at one of the college's learning workshops. Black and minority ethnic students account for 30% of the students receiving additional support, which is more than twice that of the proportion of these students in the college. There are 104 students aged 16 to 18 and 104 adults studying GCSE maths. Some 185

students aged 16 to 18 and 92 adults study GCSE English.

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

117. Adult students make good progress towards achieving their personal learning goals. An increasing number of adults take the national skills for life tests. In 2003 there were more than 400 entries for numeracy tests and some 500 entries for literacy tests. Pass rates were good. Entry level students make particularly good progress. In a basic mathematics lesson, entry level students worked in pairs to estimate the metric weight of household items compared with everyday items that they had brought to the lesson. At the end of the lesson, they were all able to accurately estimate the metric weights of the items. Additional support is effective. College data indicate that students who receive additional support achieve at least as well as students identified as not requiring it. Retention and pass rates have been well below the national average for GCSE mathematics and English during the three years 2001 to 2003. The college recognised that these courses were unsuitable for many of the students who were taking them, and now enters an increasing number of these students for the national tests in adult literacy and numeracy. The attendance rate for additional learning support is very low, and too many students arrive late to their lessons.

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

118. Much of the teaching is good. Teachers plan their lessons well and use a variety of strategies to capture and maintain the interest of students. The most effective learning takes place when there are clearly defined learning outcomes which are linked to individual learning plans, and when lessons are planned to build upon students' prior knowledge and skills. In a level one additional support numeracy session, catering students were able to describe how their developing knowledge of fractions and proportions related to the measuring and weighing tasks that they had recently undertaken in the kitchen. The best lessons enable students to learn from each other and so develop their confidence and oral skills. In one effective lesson, a small group of entry level literacy students worked with their teacher to identify the use of silent letters. The well designed word cards and crosswords helped promote a lively discussion, and students responded readily to support each other's learning.

119. Most additional support sessions are carefully linked to the student's main course. In a support session for NVQ level 1 food preparation and cooking students, photographs of a dirty kitchen were used to provide a realistic context for gathering information for report writing. The students were attentive and checked that they were using appropriate language and form in their reports. In the few less effective sessions, there is too much emphasis on repetitive exercises from generic worksheets. The worksheets are designed to meet the learning needs of students of different abilities, but are often dull and are rarely matched to individual students' interests or to the context of their main subject.

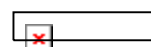
120. Students appreciate the good initial advice and guidance and the personal support they receive. Initial assessment is thorough and is used effectively to identify basic skills needs. There are good systems for monitoring and evaluating the progress of students. Individual learning plans are used effectively to assess and review progress against short-term learning targets. On GCSE and key skills courses, assignment cover sheets are thoroughly completed and summarise how well students have achieved and what they need to do to improve.

121. Staff are well qualified and experienced. Most basic skills teachers and many of the additional support staff have a basic skills qualification. All staff have undertaken training in the core curriculum. Resources are good. The excellent learning workshop provides good access to flat screen computers and provides a stimulating environment for both group and individual teaching. Community venues are adequately resourced. However, in three lessons, students who planned to use ICT to research and record their findings were unable to do so because the computers crashed. This had a detrimental effect on their learning and was frustrating for the teachers.

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

122. The curriculum management of basic skills, GCSE and key skills provision is good. Course teams share good practice and analyse students' performance data to set targets for improvement. Quality assurance is good. It includes audits of students' reviews and the evaluation of students' views. These have led to improvements in student support and the relocation of some community provision. The expansion of literacy and numeracy courses has been well managed and there are a number of successful projects in place that will help develop the work further. Curriculum managers work closely with community groups to ensure provision meets local needs. For example, the college has introduced lessons in a community café located in the middle of a housing estate, and in a local town hall at the request of the local community. The management of additional support is unsatisfactory. Additional learning support is effective for those students who receive it, but the college is sometimes slow to provide the support that is needed. Joint planning with subject tutors does not always take place and opportunities to reinforce subject knowledge are lost.

### **Provision for students with learning difficulties and/or disabilities**



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

#### ***Strengths***

- effective teaching which helps students to develop their skills
  
- thorough planning of individual learning for most students
  
- productive partnerships with external agencies
  
- effective deployment of support workers.

#### ***Weaknesses***

- insufficient use of ILT
  
- lack of rigour in internal verification.

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

123. The school of foundation studies provides courses for some 631 students with specific learning difficulties and/or disabilities, of which 526 are adults and 105 are aged 16 to 18. There is also separate provision for 77 students who are under 16 and are either excluded or at risk of being

excluded from school. Programmes for students aged 16 to 18 are mostly designed to aid vocational access for students who experience difficulties with their behaviour, confidence, or literacy and numeracy. Other programmes specialise in working with students with profound and multiple learning difficulties. Separate courses are organised for students with mental health problems. Some 65% of students are white British students, with Pakistani students forming the most significant minority ethnic group.

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

124. Achievement is good. Students develop skills which are appropriate to their needs and level of ability, including the development of motor skills, vowel formation, vocabulary extension, the use of colour and expressions of preference in art. Most students improve their vocational skills in woodwork, art, dance and music performance, and in cookery, and social and personal skills in line with their individual targets. Students develop confidence in themselves and in the learning process. Students aged 16 to 18 who have experienced behavioural difficulties make particularly good progress and learn to understand the impact that their actions have on others. Students help their peers to recognise inappropriate behaviour and speak in an informed way about issues such as confidentiality and the importance of expressing feelings. One student with multiple difficulties and a history of violent behaviour has progressed to the extent that she is now able to take part in group work without her support worker being present. Most students make good progress in literacy and numeracy. Some students achieve additional qualifications in literacy and numeracy, or gain certificates in subjects including first aid, food hygiene, British Sign Language and health and safety.

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

125. Much teaching is good and helps students to develop their skills. Schemes of work are designed to reinforce a wide range of pre-vocational, personal and independent living skills and knowledge. Teachers use carefully structured lesson plans which help students to remain focused on the aims of the sessions and to manage their time well. Lesson plans are cross-referenced to the basic skills core curriculum, identify specific learning goals for each student and are carefully matched to students' individual learning plans. Lessons are lively, with students learning through using appropriate activities. For example, a multi-sensory approach is taken with profoundly disabled students, using sound, smell, taste, colour and texture to stimulate reaction. Teachers are skilled at recognising individual responses. In one session, two students had no other method of communication other than looking to the left or right to indicate 'yes' or 'no'. This was built seamlessly into the session. Activities are differentiated well to meet individual needs. Practical, verbal and paper-based activities are used to help students with different learning styles. Literacy and numeracy are integrated well into most lessons. Although most students have opportunities to work with computers, their activities are largely confined to word processing and internet searches. Some teachers have poor computer skills themselves, and are uncertain about how they could introduce more creative ways of using ILT into their lessons.

126. Support staff are deployed effectively. The ratio of support staff to students is good, and in many sessions is one-to-one. Support staff are well informed about the individual health and learning needs of each student, and take an active role in their learning. They give sensitive direction to students displaying inappropriate behaviour, which ensures that the student remains engaged in the lesson and that other students are not distracted.

127. There are satisfactory arrangements for assessing the needs of students on entry. Teachers consult with parents, carers and social services, where relevant, to build a picture of the health and learning needs of each student. All students have regular individual tutorials, at which individual learning plans are reviewed, but the monitoring of progress is more rigorous for some students than it is for others. Internal verification lacks rigour. The new quality and curriculum managers have developed a comprehensive monitoring system for learning plans and reviews and have a yearly planner for internal verification. Some reviews have taken place, but many have not. Many staff set measurable improvement targets; others do not.

128. Staff are well qualified and experienced. Many teachers have qualifications or training in specialised areas of need, including coping with aggressive behaviour, complementary health



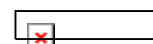
therapy, and dealing with Meares-Irlen syndrome. Classrooms are adequate, although some rooms are too small to comfortably accommodate wheelchair users. Most materials designed by tutors are good, well written and presented with good use of colour and layout.

### **Leadership and management**

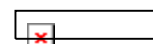
129. Leadership and management are satisfactory. Equality of opportunity and increased access to learning are demonstrated in the day-to-day management. Communication between staff is good and accountability is clear. A significant number of new teachers has been appointed this year. They receive appropriate training and induction. Part-time teachers are kept well informed and course teams meet regularly. The annual observation of teaching has identified deficiencies in resources which have not been addressed. The curriculum area has been very successful in developing partnerships with local organisations. There are good, productive partnerships which provide a flexible range of programmes.

130. Extensive work with students under 16 years of age has been developed through an effective partnership involving the Connexions service and local schools. The employment focus course was developed through a partnership with another local college, the local education authority and employers.

### **Part D: College data**



**Table 1: Enrolments by level of study and age 2002/03**



Level	16-18 %	19+ %
1	26	58
2	44	20
3	18	12
4/5	0	1
Other	12	10
<b>Total*</b>	<b>100</b>	<b>100</b>

*Source: provided by the college in 2004*

*\* figures have been rounded and may not total 100%*

**Table 2: Enrolments by curriculum area and age 2002/03**



Curriculum area	16-18 No.	19+ No.	Total Enrolments (%)

Science and mathematics	2,052	668	7
Land-based provision	170	246	1
Construction	479	516	2
Engineering, technology and manufacture	909	723	4
Business administration, management and professional	390	1,323	4
Information and communication technology	1,644	9,972	29
Retailing, customer service and transportation	12	425	1
Hospitality, sports, leisure and travel	675	2,376	8
Hairdressing and beauty therapy	419	468	2
Health, social care and public services	674	1,670	6
Visual and performing arts and media	819	2,408	8
Humanities	480	1,775	6
English, languages and communication	1,890	1,376	8
Foundation programmes	1,700	3,740	14
<b>Total</b>	<b>12,313</b>	<b>27,686</b>	<b>94</b>

Source: provided by the college in 2004

**Table 3: Retention and achievement**

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		2001	2002	2003	2001	2002	2003
<b>1</b>	Starters excluding transfers	1,309	966	729	2,536	2,214	5,497
	Retention rate %	73	74	66	59	60	58
	National average %	75	76	*	69	70	*
	Pass rate %	72	71	78	80	74	76
	National average %	69	71	*	68	71	*
<b>2</b>	Starters excluding transfers	2,017	2,094	1,607	2,116	2,310	2,256
	Retention rate %	65	65	69	65	66	66
	National average %	70	72	*	68	68	*

	Pass rate %	58	75	82	72	84	85
	National average %	69	71	*	68	72	*
<b>3</b>	Starters excluding transfers	1,640	1,546	1,485	2,123	2,042	2,027
	Retention rate %	59	68	72	61	66	63
	National average %	71	77	*	68	70	*
	Pass rate %	75	71	75	73	77	79
	National average %	77	79	*	69	72	*
<b>4/5</b>	Starters excluding transfers	**	**	**	223	130	126
	Retention rate %	**	**	**	64	65	82
	National average %	**	**	**	67	67	*
	Pass rate %	**	**	**	47	72	68
	National average %	**	**	**	55	56	*

*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 2000 to 2002: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2003.*

*2. College rates for 1001 to 2003: College ISR.*

\*

\*\* *information not available*

**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)	62	31	7	110
Level 2 (intermediate)	60	36	4	89
Level 1 (foundation)	65	31	4	45
Other sessions	68	32	5	34
<b>Totals</b>	<b>62</b>	<b>33</b>	<b>5</b>	<b>278</b>

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