ADULT LEARNING INSPECTORATE

Ofsted Better education and care

RE-INSPECTION OF CANTERBURY COLLEGE

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Outcome of Re-Inspection

The overall provision in science and mathematics is now **satisfactory**.

The overall provision in work-based learning (WBL) in construction is now **satisfactory**.

The overall provision in WBL in health and social care is now **satisfactory**.

The overall provision in WBL in engineering remains **unsatisfactory**.

Background

Canterbury College was inspected in March 2003. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in science and mathematics, engineering WBL, construction WBL, and health and social care WBL which were found to be unsatisfactory.

Ofsted and the ALI have particular duties in relation to colleges where their inspection report indicates that individual curriculum and/or work-based learning (WBL) areas are unsatisfactory or very weak or where leadership and management are unsatisfactory or very weak. Where a college has been judged to have less than satisfactory leadership and management, or less than satisfactory provision in solely WBL, inspectors from Ofsted or the ALI will visit the college to carry out monitoring inspections of the less than satisfactory areas. As a result of the re-inspection monitoring visits, inspectors may judge that previously less than satisfactory areas of provision, or leadership and management, are now satisfactory

and that no further visits are required. Where leadership and management are satisfactory, but there is curriculum provision that is less than satisfactory, there will be no monitoring visits. All less than satisfactory provision will be re-inspected, normally during one week, within two years of the original inspection.

If, after approximately 24 months, the college has not made sufficient progress to justify a judgement that the curriculum or WBL area or leadership and management are satisfactory, the original grade for the area that continues to be unsatisfactory will remain on the college's record until the next full inspection within the cycle. Ofsted will inform the local LSC that provision remains unsatisfactory and the reasons why.

Date of the Re-Inspection

In accordance with the above procedures, re-inspection of science and mathematics, engineering WBL, construction WBL, and health and social care WBL took place on 14-18 March 2005.

Science and mathematics

In the March 2003 inspection, the quality of overall provision in this area was judged to be **unsatisfactory**. The following strengths and weaknesses were identified in the inspection report:

Strengths

- high pass rates on GNVQ intermediate and AVCE science courses

- thorough and helpful marking of students' work.

Weaknesses

- much poor teaching

- low pass and retention rates on most courses

- insufficient practical work
- insufficient use of ICT in lessons
- insufficient use of value-added measures
- poor specialist resources.

Following the re-inspection, inspectors judged that sufficient progress has been made in addressing the above weaknesses. The overall provision in this area is **satisfactory**.

Retention and pass rates in AS-level and GCE A-level sciences have improved and are good overall. Pass rates are significantly above national averages on many AS-level and GCE A2 courses. Achievement in AS maths is still unsatisfactory and few students progress onto the GCE A2 mathematics course. The pass rate at A-C grade in GCSE mathematics in 2004 is just below the national average, but is particularly poor on courses run in the community. The standard of students' written work is generally satisfactory.

Teaching and learning have improved since the inspection, with most of the teaching now good or better. No unsatisfactory teaching was observed. In most lessons teachers use a variety of methods to help students to take an active part in lessons. Learning is also supported by much effective use of ILT to improve the quality of presentation and to develop students' IT skills. In the less effective lessons, there is not enough checking of understanding through effective questioning of all students. In some mathematics lessons the teachers' lack of confidence in the material led to confusion and did not help student to develop their confidence. The teaching of practical skills is good, and practical lessons benefit significantly from the active support of trainer/demonstrators.

There has been a significant investment in specialist resources since the inspection. The laboratories are safe, well equipped, properly organised and suitably furnished for the group sizes taught. The quality of paper-based and ILT learning resources has improved. All laboratories and classrooms have data projectors which teachers generally use effectively. Many classrooms have a significant number of computers equipped with relevant software. The science department has access to a set of wirelessly networked laptop computers for use in laboratories.

Leadership and management are satisfactory. Effective action planning at college

level has led to a clear focus on improving teaching and learning, and raising pass rates in science. The use of value-added measures to monitor students' progress and assess the performance courses is still ineffective.

Engineering work-based learning

In the March 2003 inspection, the quality of overall provision in this area was judged to be **unsatisfactory**. The following strengths and weaknesses for engineering as a whole were identified in the inspection report:

Strengths

- high pass rates on college-based courses
- effective integration of theory and practical teaching
- good support for work on literacy and numeracy
- effective strategies for the improvement of retention rates.

Weaknesses

- poor resources in motor vehicle workshop
- poor key skills development for work-based students
- inadequate target setting for work-based learners
- poor completion of the framework in work-based learning.

Following the re-inspection, inspectors judged that insufficient progress has been made in addressing the above weaknesses. The overall provision in this area remains **unsatisfactory**.

In motor vehicle and fabrication and welding, retention rates on foundation apprentice frameworks have improved, with an in-year retention rate in 2004/05 of 80%, compared to 70% in 2003. However, completion rates are poor. Of the learners who should have completed in 2004 only 14% have achieved the full framework. However, one learner from the 2004/05 cohort has achieved the motor vehicle foundation apprentice framework early. NVQ completions are better, with 50% achievement of NVQ level 2. Key skill achievement is still much delayed, with only 3 learners achieving any of the key skill units in the last 18 months. All learners now receive a timetabled key skills lesson.

During the re-inspection there was no teaching identified as good or better. Most of the teaching was satisfactory, but one lesson observed was unsatisfactory. Teaching lacked variety and did not sufficiently involve students in their learning.

Progress reviews have improved. The new tracking sheets provide for the detailed analysis of progress. This is shared with the learners and the employer. Long term targets or short term milestones for completion of units or frameworks are not set. In these reviews there is insufficient monitoring of equality of opportunity. Training in the workplace is not directly planned and neither is the assessment of learners.

Links with employers are good. The Work Force Development Co-ordinator and the Training Advisor provide good support for the learner, and effectively monitor progress. However, there is a lack of leadership of WBL in engineering, with insufficient focus on the achievement of frameworks. Many of the targets referring to WBL in engineering in the post inspection action plan have not been met.

Quality assurance systems to monitor and improve WBL in engineering are ineffective. Course reviews are weak. The triennial review of each curriculum area now carried out across the college is more effective, and makes systematic and analytical judgements on the quality of provision.

Construction work-based learning

In the March 2003 inspection, the quality of overall provision in this area was judged to be **unsatisfactory**. The following strengths and weaknesses for construction as a whole were identified in the inspection report:

Strengths

- many high retention rates
- well planned lessons for meeting individual learners' needs
- effective links with industry
- effective co-ordination of work-based learning in electrical installation.

Weaknesses

- low pass rates on most programmes
- low achievement and retention rates on the modern apprenticeship framework
- unsatisfactory specialist accommodation
- ineffective planning and delivery of tutorials.

Following the re-inspection, inspectors judged that progress has been made in addressing the above weaknesses. The overall provision in this area is now **satisfactory**.

Retention rates are high on many programmes and are improving for the provision overall. Of the 2004 starters, 97% are still in learning. Achievements of full frameworks and NVQ achievements are satisfactory. In electrical installation 57% of the foundation modern apprentices starting in 2004 have achieved their full frameworks. Overall the provision has shown a gradual improvement in achievement of full frameworks and NVQs, from 33% for those apprentices starting in 2001, to 39% for those learners starting in 2004.

Lessons are well planned and meet individual learners' needs. Learners are challenged by well prepared tasks that enable them to work at their own pace. Tutors use a wide variety of effective teaching resources in their lessons, which

engage and motivate learners to achieve. Course and portfolio assessment is inconsistent and does not always provide feedback to learners, particularly when incorrect answers are given to questions.

Specialist accommodation is now satisfactory. The college has refurbished classrooms, purchased tools and equipment, and expanded workshop and classroom space for plumbing provision. Learners have access to appropriate accommodation for training. Although learners have access to IT equipment, there is insufficient IT software available in some crafts to support their learning.

There is ineffective planning of on-the-job training and assessment, and most employers and supervisors are unaware of the long-term training needs of their learners. Co-ordination between the on- and off-the-job training and assessment is too reliant on the ability of learners to take responsibility for their own learning.

The planning and delivery of tutorials is satisfactory. Some craft areas are now using tutorials more frequently than the minimum requirement of once per term in order to improve the support they provide for learners. Targets set in a learner's tutorial review are summarised in the learner review and intended to inform the review process, but these lack sufficient detail, are often out of date and short-term, and rely on the learner to interpret how they relate to their on-the-job training needs.

Curriculum managers do not use retention and achievement data effectively to monitor or analyse performance. Internal verification of some assessment is inconsistent, and some portfolios sampled during inspection had no evidence of assessors' decisions being internally verified.

Health and social care work-based learning

In the March 2003 inspection, the quality of overall provision in this area was judged to be unsatisfactory. The following strengths and weaknesses for health and social care as a whole were identified in the inspection report:

Strengths

- high pass rates on many courses for adults

- good teaching accommodation

- effective support and guidance for students

- effective links with the community

- good development of students' knowledge and vocational skills.

Weaknesses

- low retention rates on many courses

- poor pass rates on the national diplomas in health studies and public services

- dull teaching on many full-time courses

- weak management and organisation of work-based learning.

Following the re-inspection, inspectors judged that progress has been made in addressing the above weaknesses. The overall provision in this area is now **satisfactory**.

Pass and retention rates for modern apprentices have improved. Retention has risen from 52% in 2002 to 90% in 2004 on the oral health course, and from 44% to 77% for foundation modern apprentices in care. Framework achievement has risen in oral health from 36% in 2002, to 43% in 2003, and 83% in 2004. For foundation modern apprentices in care, in 2003 framework achievement was high at 50%. There were no framework achievements in 2004 as external verification visits did not take place and the college does not have direct claims status for the technical certificate. Once this takes place framework achievement will rise to 58% for foundation modern apprentices and 100% for the three advanced modern apprentices.

The overall quality of teaching observed during the inspection was satisfactory. Half the lessons observed were good or better and there was no unsatisfactory teaching. Lessons are well planned and there is a good link between theory and

work practices.

Staff are well qualified. New NVQ assessors and internal verifiers have been appointed and this has led to more regular assessment and internal verification of learners' work.

The monitoring of learner' progress is satisfactory. Assessment plans are agreed with apprentices before direct observation in the workplace and appropriate feedback is given. Progress reviews take place every two months and link college and workplace activity. Employers contribute to reviews and are supportive. Health and safety and equal opportunities issues are discussed and students are aware of their responsibilities.

Leadership and management are satisfactory. There have been several changes in staffing recently, and new managers are in post. Course teams work well together. Quality assurance measures are satisfactory. Arrangements are in place for internal verification of assessments and the review of courses throughout the year. Some course reviews are superficial. Self-assessment in relation to work-based learning lacks detail. There is no reference to many of the improvements made since the last inspection in either course reviews or the self-assessment report.

There will be no further re-inspection of the college because the stipulated 24 months from the original inspection has expired.