

# Henley College Coventry

## Inspection Report 30 April – 4 May 2007

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## Background information

## Inspection judgements

### Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body; and where appropriate the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievements over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievements and standards
- quality of provision
- leadership and management
- specialist provision in: health, social care and childcare; hairdressing and beauty therapy; leisure, travel and tourism; preparation for life and work; and business administration.

## Description of the provider

1. Henley College Coventry is a medium sized general further education (GFE) college situated in the north east of Coventry. Uniquely in Coventry and Warwickshire the college has a high widening participation factor and recruits learners from some of the most disadvantaged areas in the city. The vast majority of learners are recruited from Coventry with much smaller numbers travelling from Warwickshire and other neighbouring counties. Coventry is ranked 64 out of 354 for the highest levels of deprivation in England. The unemployment rate is well over twice the national average. The percentage of pupils gaining five GCSE passes at A\*- C in 2006 was 47%, much lower than the national average.
2. The college focuses on vocational education and training and offers courses in most sector subject areas although learner numbers in agriculture, horticulture and animal care, history, philosophy and theology and in social sciences are very low. No courses are offered in construction. Courses are offered from entry level to level 3 in most sector subject areas with higher level courses offered in a few subjects. Courses are provided at the college's main site and in a number of community venues.
3. The majority of learners are on level 1 programmes and the largest number of enrolments are in the preparation for life and work sector subject area. There are a significant number of enrolments on health, social care and childcare, sport and hair and beauty courses. At the time of the inspection, there were 1,523 full-time and 3,564 part-time learners enrolled. Of these, 1,088 full-time and 338 part-time learners were aged 16-18. The majority of learners were adults. A further 103 learners were on work-based learning programmes. The proportion of learners from minority ethnic backgrounds was approximately 29%, significantly higher than the proportion in the local population.
4. The college's mission is to 'make a difference to people's lives and to give them the skills and knowledge they need to reach their full potential'.

## Summary of grades awarded

Effectiveness of provision	Good: grade 2
Capacity to improve	Good: grade 2
Achievements and standards	Good: grade 2
Quality of provision	Good: grade 2
Leadership and management	Good: grade 2
<i>Equality of opportunity</i>	<i>Good: Contributory grade 2</i>

### Sector subject areas

Health, social care and childcare	Good: grade 2
Hairdressing and beauty therapy	Good: grade 2
Leisure, travel and tourism	Good: grade 2
Preparation for life and work	Good: grade 2
Business administration	Good: grade 2

## Overall judgement

Effectiveness of provision

Good: grade 2

5. This is a good college that serves its learners and the local community well. Achievements and standards are good and overall success rates are high. Success rates for adult learners are well above national averages at all levels, and for learners aged 16-18 are above average at levels 1 and 2. Success rates for learners aged 16-18 at level 3 are low and key skill success rates remain low despite recent improvements. Completion rates on advanced apprenticeship programmes are satisfactory but on apprenticeship programmes are low. The standard of learners' work is good in many curriculum areas and most students enjoy college life.
6. Teaching and learning are good. Most teaching is well planned and activities enable learners to gain the required skills and knowledge related to their course. The most effective lessons challenge learners, fully engage them in meaningful activity and frequently check their understanding. In a minority of lessons, the full learning needs of individuals are not met and learners lose interest.
7. The range of programmes and activities are good at meeting the needs and interests of learners, employers and the local community. There is highly effective partnership working that benefits learners and enhances the curriculum. Initiatives to widen participation have been successful and learner numbers have increased. The college's approach to social and educational inclusion is good.
8. Learners receive good guidance and support. There is a wide range of well used support services. Initial advice and guidance provides a good basis to enable informed choice. Initial assessment is comprehensive and those learners who require support receive it. Support arrangements are very effective in assisting learners to achieve their learning goals.
9. Leadership and management are good. The principal provides strong and consultative leadership and sets a clear strategic direction for the college. Governors are very effective in monitoring college performance and quality improvement processes are highly effective. Financial management is strong and equality of opportunity is good. Programme managers have insufficient access to management information and target setting is underdeveloped.

## Capacity to improve

Good: grade 2

10. The college has good capacity to improve. The self-assessment report is largely accurate and realistic. It is well aligned with the development plan which reflects clearly the strategic objectives of the college. Managers' and staff confidence in their ability to secure improvements is supported by the progress made in previously weak areas. Quality assurance procedures are well established and largely effective. The detailed use of data and target setting remain areas for further development.

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

11. The college has taken good steps to address weaknesses identified at the last inspection. Most learners' achievements are now above national averages. The proportion of good or better teaching and learning has significantly increased. Key skills results are improved but remain low. Curriculum management is now good in many areas and the management of work-based learning is satisfactory. Management information is reliable and well established. The use of management information remains an area for further development. Learning support is at least satisfactory and is good in many curriculum areas.

## Key strengths

- strong and consultative leadership
- highly effective quality improvement processes
- high success rates for adult learners
- good teaching and learning
- wide range of well used support services
- highly effective partnership working
- successful initiatives to widen participation.

## Areas for improvement

*The college should address:*

- low success rates for learners aged 16-18 on level 3 courses
- low key skills success rates
- low completion rates on apprenticeship programmes
- the access to and use of management information to set targets.

## Main findings

### Achievements and standards

Good: grade 2

12. Achievements and standards are good. Overall success rates have improved significantly over the last three years and are now above the national average. Success rates have improved by over 16 percentage points since 2002/03 compared to a national improvement rate of 11 percentage points. Success rates on long courses are high and have improved very significantly from a low base in 2002/03. The majority of learners are on courses where success rates are either above or significantly above national averages.
13. Adult success rates are high. Success rates improved at all levels in 2005/06 and are all significantly above national averages. Success rates for learners aged 16-18, whilst above national averages at levels 1 and 2 are not as high as adult success rates. On level 3 courses, success rates for learners aged 16-18 are low. In 2005/06, despite improving since the previous year, they remain below the national average. Detailed analysis indicates that retention on two year level 3 courses is low. Key skills success rates have improved significantly but remain too low.
14. The overall completion rate for apprenticeship frameworks is low. In 2005/06, both overall and timely completion rates were below national levels. However, the college has recently made considerable strides in improving this situation. Overall and timely completion rates for advanced apprentices are satisfactory.
15. The standard of learners' work is good in many curriculum areas. Learners develop a range of skills and knowledge that prepare them well for employment. They gain confidence, develop good communication and interpersonal skills and complete practical tasks to high standards. The standard of learners' written work is good. Most assignment work is well presented and very detailed, demonstrating good levels of learner knowledge and understanding.
16. Learners are set appropriately challenging targets and the majority enjoy their college experience. Attendance rates are satisfactory overall. Learners make at least satisfactory progress and some make good progress. There are no significant variations in achievement between learners from different ethnic groups but female learners outperform male learners at all levels, especially so at level 3. The college recognise this and have started to address the underperformance. Overall, the self-assessment report provides a sound evaluation of learners' achievements.



## Quality of provision

Good: grade 2

17. The overall quality of teaching and learning is good. Most lessons are well planned and use a wide range of learning activities. Teachers make good use of resources and provide good individual support to learners. The best lessons are characterised by good use of questioning to challenge learners and to check their understanding. Learners work purposefully and many make good progress. In a small minority of less effective lessons, insufficient attention is paid to the full range of learners' needs. In these lessons, learners do not fully engage and do not achieve to their full potential.
18. The teaching of key skills is satisfactory. There is appropriate integration of key skills within the vocational curriculum and results have started to improve, although they remain too low. Assessment is regular and accurate in most areas, although there are some weaknesses in assessment practice in hairdressing and for apprentices in sport. Full-time, and an increasing number of part-time learners, benefit from effective initial assessment. Learning support is provided by qualified staff linked to teaching groups and through drop-in support workshops. Learning support is effective and helps learners make progress. Satisfactory arrangements are in place to review the progress of learners.
19. The college has a robust lesson observation system. There was generally close agreement between the quality of teaching and learning observed by inspectors and that reported by the college in its self-assessment report. Appropriate feedback is given to teachers following observations, but actions to address areas needing improvement are not always recorded in sufficient detail. Teachers access a good range of staff training events relating to teaching and learning and are well supported by the development unit and by a team of advanced practitioners.
20. The range of programmes and courses is good at meeting the needs and interests of learners, employers and the local community. The college self-assessed this aspect as outstanding. A good range of courses enable progression to higher levels in many curriculum areas. Previously underachieving young people are well supported onto vocational courses through the Fresh Start programme. Courses for pupils aged 14-16 provide good progression routes for learners disengaged from school and for pupils preferring a vocational route. Learners gain good skills that contribute to their future economic wellbeing. Links with employers are strong. They speak highly of the flexible programmes and high service levels provided by the college. Work placements are successfully arranged for many learners,

although work experience opportunities are lacking on some courses. A minority of learners are on key skills courses at an inappropriate level.

21. Social and educational inclusion is good and the college is alert to local and national priorities. Highly effective partnerships help the college provide successful learning opportunities for a wide range of otherwise excluded learners, both at the college and in the community. Learners, including those with learning difficulties and disabilities, have good opportunities to gain qualifications. The cross college enrichment offer is limited but enrichment opportunities within each curriculum area are good. The students' union is actively supported by an innovative partnership with the Youth Service and learners make a positive contribution to the college and wider community.
22. Learners receive good guidance and support. Information, advice and guidance for learners on entry to the college are good. The student services area is staffed by qualified and experienced advisors and its services are well publicised. Good use is made of the wide range of services available, including support on financial issues, childcare, personal, health and social matters. There are good links with specialist external agencies including the Youth Service and Connexions who both have advisors based within the college. Good guidance is provided on progression opportunities, careers and entry to higher education.
23. Learners with learning difficulties and disabilities are supported well and there is a good range of staff training events to raise awareness of individual needs. Learners value the support they receive from personal tutors. The college has an appropriate tutorial programme that includes many of the Every Child Matters themes, which curriculum areas adapt as necessary. Good quality learning resources have been produced to support tutorial sessions. The overall quality of tutorials observed during the inspection was good. Arrangements to monitor and improve attendance and punctuality are satisfactory.

Leadership and management

Good: grade 2

*Equality of opportunity*

*Good: grade 2*

24. Leadership and management are good. The principal and senior managers have established a clear strategic direction for the college focused on vocational provision meeting local and national priorities. The college's strategic mission and vision is well understood and supported by managers, staff and governors. The principal provides strong and consultative leadership enabling managers to have both accountability and autonomy.

25. Managers have been successful in securing significant improvements to learners' achievements. Quality improvement is well managed and has raised standards in areas identified as weaknesses at the last inspection. Effective action has been taken where provision has been judged to need improvement. Curriculum reviews carried out in areas such as business have contributed significantly to measurable improvements. The development unit of the college provides good support for quality assurance across the college. Staff are involved actively in accurate self-assessment although judgements are not always presented clearly enough or supported fully by evidence.
26. Management information is accurate and managers receive regular and useful reports. However, for some managers the access to and use of management information is insufficient. Appropriate targets are set and monitored routinely for enrolment and success rates; but target setting is less well developed in other areas. Self-assessment rarely refers to performance against targets when they review progress. The college is well aware of the need to develop these areas and has begun to take action to improve both data analysis and the use of targets.
27. Teachers are well qualified and demonstrate good vocational expertise. Staff benefit from very good access to training and development. Learning resources are generally good and both staff and learners have good access to information learning technology (ILT). Curriculum management was identified as a key area for improvement at the last inspection. It is now at least satisfactory, and in many areas it is good. Staff appreciate the good communication and open, consultative style that the college has established. Morale is high and staff express confidence in their managers.
28. Governance is good and the college is well served by experienced and knowledgeable governors. Whilst the governing body does not yet represent fully the diversity of the college community, strenuous efforts are being made to recruit more governors from minority ethnic communities. Equality of opportunity is good and is well promoted. The college works in close partnership with many organisations including schools and employers. It enjoys a high reputation and regard from these partners and the local community. Financial management is strong and the college provides good value for money. Statutory obligations under the Child Protection Act, the Race Relations (Amendment) Act and the Special Educational Needs and Disability Act are fulfilled. The college's approach to equality of opportunity is good.

## Sector subject area

Health, social care and childcare

Good: grade 2

## Context

29. The college offers full- and part-time courses at levels 1 to 3 and also provides training within the workplace, which includes a level 4 award. Courses are offered in childcare, health, social care and counselling. At the time of the inspection, 150 learners attended full-time and 186 part-time. Most full-time learners are aged 16-18 and most part-time learners are adults. Five health and social care learners were enrolled on a National Vocational Qualification (NVQ) at level 2 as part of a Train to Gain programme and five part-time pupils aged 14-16 were studying towards a childcare qualification at level 1.

## Strengths

- high success rates on most courses
- good teaching and learning
- good employer engagement enriching the curriculum
- very effective identification of and provision for additional learning needs
- good curriculum management.

## Areas for improvement

- low success rates on information and communication technology (ICT) and application of number key skills courses
- poor punctuality in a minority of classes.

## Achievements and standards

30. Achievements and standards are good. Success rates are high on most courses. In 2005/06, the success rate on the foundation GNVQ course in health and social care was 100%. Success rates on the majority of courses in 2005/06 were above the corresponding national averages. Success rates on ICT and application of number key skills courses are low. Too few learners achieve ICT or application of number key skills qualifications. The standard of learners' communication, listening and interpersonal skills are good. Learners gain confidence and are eager to apply their developing knowledge in practical situations. The standard of learners' written work is satisfactory. Punctuality is poor in a minority of classes and late arrivals disrupt lessons.

## Quality of provision

31. Teaching and learning are good. Lessons are well planned and teachers use a good range of activities to maintain learners' interest. They skilfully direct debate and help learners focus on their primary task. Learning resources are well prepared. Learners are helped to understand difficult concepts. Careful consideration is given to learners with additional learning needs and teaching methods are adapted to meet them. Assessment and the monitoring of learners' progress are satisfactory. Learners receive timely written and oral feedback that explains how to improve their work.
32. Programmes and activities are good at meeting the needs and interests of learners. A good range of courses are offered with suitable progression routes. Good links with employers enrich the curriculum and enable learners to gain valuable work experience, where they are able to put into practice the skills they have developed. A wide range of additional qualifications are offered that provide learners with the opportunity to further enhance their employability prospects and further develop their skills and knowledge.
33. Guidance and support for learners are good. The identification and provision for additional learning needs is very effective. Initial assessment results are used to inform learners' programmes and lesson planning. A recently introduced assessment of learners' wider needs enables teachers to create a personalised learning programme, that more effectively directs support where it is needed. Learners' progress is well monitored and tutorials are very effective at providing advice and guidance on both academic and pastoral matters.

## Leadership and management

34. Leadership and management are good. Programme managers meet frequently and continually review the quality of provision. Curriculum management is good. Learners' views are routinely collected and are used to inform improvement planning. Teaching and learning are well monitored and good practice is shared across the curriculum area. Equality and diversity is effectively integrated into schemes of work and lesson plans and is promoted by posters, leaflets and displays. Staff are well qualified and experienced. The self-assessment process is comprehensive and accurately identifies the main strengths and areas for improvement.

## Hairdressing and beauty therapy

Good: grade 2

### Context

35. The college offers a range of full- and part-time courses at levels 1, 2 and 3. Courses include hairdressing, barbering, nail technology, body massage, reflexology, aromatherapy and Indian head massage. At the time of the inspection, 164 learners were on full-time courses and 237 were on part-time courses. Some 48% of learners are aged 16-18 and 4% were male. The majority of learners were on beauty therapy courses with 101 studying full-time and 112 part-time. Twenty one apprentices were on work-based learning programmes and a further 40 pupils from local schools were on a level 1 qualification in either hairdressing or beauty therapy.

### Strengths

- high success rates on NVQ level 2 hairdressing and NVQ levels 2 and 3 beauty therapy courses
- good development of vocational and professional skills
- wide range of courses with good progression opportunities
- good curriculum management in beauty therapy.

### Areas for improvement

- low success rates on NVQ level 3 hairdressing
- insufficient development of learners' key skills
- insufficient assessment planning in hairdressing.

### Achievements and standards

36. Achievements and standards are good. Success rates on NVQ level 2 in hairdressing and on NVQ levels 2 and 3 in beauty therapy are high. In 2005/06, success rates on these courses were 75%, 92% and 93% respectively; all significantly above national averages. However, success rates on NVQ level 3 in hairdressing are low. In 2005/06, the success rate declined to 50% and is now well below the national average. The standard of learners' work is high and learners develop good practical and professional skills. They are able to complete treatments to high standards and client care is good. Most learners demonstrate a high level of competence which exceeds the level expected for the course they are on.

## Quality of provision

37. Teaching and learning are good overall. In beauty therapy, teaching is very effective and good reference is continually made to health and safety considerations. Teachers demonstrate treatments and explain procedures very effectively. They continually reinforce salon etiquette and have high expectations for learners. In hairdressing, where the majority of teaching is by part-time staff, there is insufficient assessment planning. Practical assessments take place much later than written tests. Learners often fail written assessments on first and second attempts and pass only after completing practical assessments.
38. The wide range of programmes and activities are good at meeting the needs and interests of learners. Good progression opportunities exist from one level to the next across the department. Many beauty therapy learners benefit from a good enrichment programme enabling them to gain useful additional qualifications. Learners on both hairdressing and beauty therapy courses take part in well organised competitions and are encouraged to undertake work experience. There is insufficient assessment in the workplace for learners on work-based programmes.
39. Support for learners is satisfactory. Progress is effectively monitored and appropriate advice and guidance is given during tutorials. Support during practical lessons and with vocational study is good and teachers provide valued one-to-one support where required. The support to enable learners to develop key skills is not as effective and there is insufficient development of learners' key skills. Too few learners achieve key skills qualifications or progress to the next level of study.

## Leadership and management

40. Leadership and management are good. Curriculum management in beauty therapy is good and courses are well monitored. Staff work well as a team and good practice is shared across the department. Communication is good and recent development activity has improved the quality of teaching and learning. In hairdressing, course management is less effective and there is an over-reliance on part-time staff. Management recognise the differences in performance between hairdressing and beauty therapy and appropriate action is being taken to address the identified issues. Self-assessment is accurate.

Leisure, travel and tourism

Good: grade 2

### Context

41. The college provides a range of full- and part-time courses from foundation to degree level. Sports courses include coaching, fitness and personal training as well as first and national diplomas. Travel and tourism courses include the certificate in travel, the diploma in resort representatives and GNVQ, AVCE and first diploma travel and tourism. At the time of the inspection, 650 learners were on sport courses and 69 were on travel and tourism courses. Most learners are aged 16-18 with the majority of learners on travel and tourism courses studying full-time and the majority on sport courses studying part-time. Forty work-based learners were on a sport apprenticeship programme and 70 pupils from local schools were attending sport courses.

### Strengths

- high success rates on most courses
- good teaching and learning
- wide range of provision meeting learner needs
- good pastoral and academic support for learners
- strong industry and partner links enriching the curriculum
- good curriculum management.

### Areas for improvement

- low success rates on national diploma in sport
- low framework completion rate on apprenticeship programme in sport
- ineffective monitoring of work-based learners' progress in sport.

### Achievements and standards

42. Achievements and standards are good. Success rates on most courses are high. On all travel and tourism courses, success rates are above national averages. In 2005/06, the success rate on the GNVQ leisure and tourism course was 95%. Success rates for most sport courses are above national averages, although the success rate on the national diploma in sport declined in 2005/06 and is now low. Framework completion rates for work-based learners in sport are low and too few achieve within the timescale set. The standard of learners' work is at least satisfactory, with many examples of good customer service practice in travel and tourism and good skill development in sport.



## Quality of provision

43. Teaching and learning are good. Most lessons are well planned and use a good variety of activities to engage learners. Information and learning technology is used well to develop research skills and improve learners' understanding of current industry practice. In travel and tourism, there are well developed resources on the virtual learning environment. In most lessons, learners are effectively challenged by teachers who frequently check that learning is taking place. However, in a small minority of lessons learners are not sufficiently challenged and in these lessons they make too little progress. Assessment is well planned and assessment practice is good.
44. There is a good range of programmes and activities that meet the needs and interests of learners. Opportunities exist to enable learners to progress from foundation level to degree level and in sport, work-based learning courses are also provided. Courses are flexible and enable learners to study full-time or part-time and some courses are offered in the evening and on Saturday mornings. Good relationships have been established with employers and local industry and learners benefit from completing work-experience placements.
45. Guidance and support for learners are good. Staff provide good pastoral and academic support for learners. Tutorials are well planned and individual tutorials are especially valued by learners. Progress is very effectively monitored for most learners, although the monitoring of progress for work-based learners in sport is ineffective. For these learners, target setting is not always specific enough and actions are not always time-bound.

## Leadership and management

46. Leadership and management are good. Programme managers meet frequently to share information and to discuss learner progress. Curriculum management is good. Quality assurance processes are effective. Course reviews are rigorous and involve staff and learners evaluating performance. Action plans for improvement are clear. Staff are well qualified and suitably experienced, they manage resources well. There are strong links with industry and other partners that benefit learners and enrich the curriculum. The self-assessment report is broadly accurate.

## Preparation for life and work

Good: grade 2

### Context

47. The college offers courses from entry level to level 2. At the time of the inspection, 89 learners were on the 'Fresh Start' course, a full-time programme that includes a range of vocational options for learners aged 16-18. Many of these young people have not previously been in education, employment or training. Fourteen adult learners were on the full-time 'Open Doors' programme and a further 171 adult learners were on part-time literacy and numeracy courses. These courses are provided at the college and in a number of community venues including a local hospital.

### Strengths

- high success rates on adult literacy and numeracy courses
- good progression for learners on 'Fresh Start'
- good personal and skills development for learners
- highly effective strategies to widen participation.

### Areas for improvement

- ineffective classroom management in a minority of lessons
- insufficient monitoring of learner attendance and punctuality.

### Achievements and standards

48. Achievements and standards are good. Adult literacy and numeracy success rates are high. Learner numbers have significantly increased on these courses and success rates in 2005/06 were above national levels. Success rates on the 'Fresh Start' programme are high. Many learners achieve several different qualifications throughout the duration of the course including literacy, numeracy and information technology (IT) qualifications. For many learners this is the first time they have achieved a recognised qualification. Progression rates for learners on the 'Fresh Start' course are good and many learners move onto further study, employment or training. Adult learners on the 'Open Doors' programme make good progress and achieve well. Learners develop good personal skills and improve their communication and employability skills. Attendance and punctuality at some lessons are poor.

## Quality of provision

49. Teaching and learning are satisfactory. Lessons usually enable learners to develop their skills through a range of interesting activities and tasks. In the best lessons, teachers set individual targets based on learners' prior experience and attainment and enable them to learn at their own pace. In these lessons, teachers make good use of individual learning plans and learners make good progress. Not all lessons are this effective. In a minority of lessons, classroom management is ineffective and learners become bored and distracted; in these lessons too little learning takes place.
50. The range of programmes and courses are good at meeting learners' needs. Courses are provided in a number of community venues which enable learners who would not normally access education to attend. Courses enable learners to gain confidence and self-esteem. A good range of enrichment activities enhance the learner experience and enable them to broaden their experience. However, there is insufficient monitoring of learners' attendance and punctuality.
51. Support for learners is good. Initial assessment arrangements are comprehensive and learners receive a thorough induction. Staff support learners very effectively in lessons and provide good one-to-one support to help learners achieve their academic goal. Teaching and learning materials are adapted appropriately to enable learners with special educational needs better access. Staff understand the complex circumstances of their learners and provide good advice and guidance on pastoral issues. Individual learning plans are not always used effectively.

## Leadership and management

52. Leadership and management are good. There are very effective links with a range of external agencies to ensure that provision is well matched to the needs of the local community, especially hard to reach young people. Strategies to widen participation have been highly effective and learner numbers have increased. Day-to-day management of classes is satisfactory. Quality assurance arrangements are comprehensive and the quality of provision is frequently monitored. Managers have a good understanding of the strengths and areas for improvement, the self-assessment report is accurate.

## Business administration

Good: grade 2

### Context

53. The college offers a range of courses in business and administration. At the time of the inspection, there were 205 learners on administration courses, 70 learners on business courses and 10 learners on work-based apprenticeship programmes. The majority of learners on administration courses are adults and study part-time, whilst on business courses the majority of learners are aged 16-18 and study full-time. Some 69% of learners are female and a high proportion of learners are from minority ethnic heritage.

### Strengths

- high success rates on administration courses
- good support for learners
- good partnerships with employers in administration
- good curriculum management.

### Areas for improvement

- low success rates on business courses
- insufficient work experience opportunities for full-time learners.

### Achievements and standards

54. Achievements and standards are good overall. Success rates on administration courses are high. In 2005/06, success rates on all administration courses were above national averages. The success rates on administration courses at levels 2 and 3 were both significantly above national rates at 89% and 95% respectively. Framework completion rates for advanced apprentices are high and were well above the national rate in 2005/06. Success rates on business courses are low. In 2005/06, the success rate for the BTEC First Diploma in business declined to 62% and the success rate on the national diploma was very low at 36%. The standard of learners' work in administration is good. Learners demonstrate good practical skills and work in portfolios is of a high standard. The standard of learners' work in business is variable.

## Quality of provision

55. Teaching and learning are good. Most lessons actively engage learners in stimulating practical activities using modern office equipment. Good use is made of interactive learning technology and learners are able to take responsibility for their own learning. Assessment tasks are interesting and well designed to encourage learners to collaborate and work in groups. Most learners work purposefully and they interact well with each other, showing respect for different points of view. In a minority of lessons, insufficient attention is given to the development of learners' numeracy skills.
56. Programmes and activities are good at meeting the needs and interests of learners. On administration courses, learners benefit from the good partnerships that exist with local employers. Flexible and responsive administration courses meet employers' needs effectively. Partnerships with other agencies provide effective employability training. However, there are insufficient work experience opportunities for full-time learners, especially on business courses.
57. Support for learners is good. Learners benefit from good and well targeted support in lessons. Teachers have a good understanding of individual learning needs and provide one-to-one support appropriately. Additional coaching sessions provided by staff are especially valued by learners. Tutorials are effective and learner progress is effectively monitored. Learners, including those on work-based programmes, have clear targets set that are suitably challenging.

## Leadership and management

58. Leadership and management are good. Managers give clear direction and prioritise areas for improvement. Curriculum management is good. Action plans are detailed and well monitored. Significant improvements to resources and course planning have benefited administration courses. However, the impact of recent improvement measures on business courses is yet to be seen. The management of work-based programmes is good with highly effective communication between the college, learners and employers. The self-assessment process is robust and correctly identifies strengths and areas for improvement.

## Learner's achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	03/04	658	48	59	-11	1101	51	59	-8
	04/05	764	64	62	+2	1625	59	61	-2
	05/06	1222	67	*		1360	68	*	
GNVQs and precursors	03/04	59	64	63	+1	0			
	04/05	68	72	64	+8	2	50	*	
	05/06	42	83	*		1	100	*	
NVQs	03/04	94	76	61	+15	65	40	66	-26
	04/05	119	72	65	+7	103	70	71	-1
	05/06	130	68	*		93	72	*	
Other	03/04	505	41	59	-18	1036	52	58	-6
	04/05	577	61	61	0	1520	58	61	-3
	05/06	1050	66	*		1266	68	*	

\* Data not available at time of publication

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	03/04	643	47	56	-9	928	49	54	-5
	04/05	617	61	60	+1	1582	62	59	+3
	05/06	658	64	*		1239	72	*	
GCSEs	03/04	64	56	64	-8	139	52	57	-5
	04/05	61	61	65	-4	140	55	63	-8
	05/06	57	68	*		36	81	*	
GNVQs and precursors	03/04	43	50	60	-10	25	52	56	-4
	04/05	18	83	66	+17	218	88	62	+26
	05/06	33	73	*		24	58	*	
NVQs	03/04	155	43	51	-8	171	58	54	+4
	04/05	141	66	56	+10	240	60	62	-2
	05/06	152	59	*		227	74	*	
Other	03/04	382	47	53	-6	593	46	53	-7
	04/05	397	59	58	+1	984	58	57	+1
	05/06	416	64	*		952	72	*	

\* Data not available at time of publication

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2004 to 2006, compared to the national rates for colleges of a similar type.

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	03/04	386	52	61	-9	956	58	53	+5
	04/05	325	55	65	-10	769	53	56	-3
	05/06	340	57	*		628	68	*	
A/A2 Levels	03/04	16	69	84	-15	27	41	69	-28
	04/05	12	100	85	+15	20	55	73	-18
	05/06	0		*		9	89	*	
AS Levels	03/04	36	31	60	-29	51	51	50	+1
	04/05	20	36	64	-28	65	40	53	-13
	05/06	13	46	*		28	46	*	
GNVQs and precursors	03/04	98	46	50	-4	16	38	43	-5
	04/05	70	40	59	-19	11	27	51	-24
	05/06	60	50	*		6	33	*	
NVQs	03/04	21	52	51	+1	115	60	48	+28
	04/05	25	84	53	+31	91	67	54	+13
	05/06	35	86	*		114	68	*	
Other	03/04	215	57	51	+6	747	59	54	+5
	04/05	198	56	56	0	582	53	56	-3
	05/06	232	56	*		471	69	*	

\* Data not available at time of publication



Table 4

Success rates on work-based learning programmes managed by the college in 2004/05 and 2005/06.

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2004/05	Apprenticeship	46	15%	38%	48%	50%
	Advanced	11	18%	34%	64%	48%
2005/06	Apprenticeship	69	36%	53%	59%	58%
	Advanced	14	50%	44%	64%	54%

\* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

b) Timely success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2004/05	Apprenticeship	43	5%	22%	21%	29%
	Advanced	12	8%	21%	42%	31%
2005/06	Apprenticeship	67	24%	33%	46%	38%
	Advanced	13	31%	27%	46%	34%

\* The number of learners who planned to complete their learning programme in the given year

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'