

# Farnborough College of Technology

Inspection report

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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 achievement 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
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: engineering; construction; hospitality and catering; arts, media and publishing; literacy, numeracy and English for speakers of other languages (ESOL); business administration and law; and learndirect.

#### Description of the provider

1. Farnborough College of Technology is a large general further and higher education college, situated in Farnborough, Hampshire. Two other general further education colleges are fewer than 15 miles away and a sixth form college is close to the college. Courses are mainly delivered on the main site and at the new Aldershot College which provides a venue for construction skills training, community information and communication technology (ICT) provision, essential skills, teacher training, counselling and courses in English for speakers of other languages (ESOL). In addition, the college uses community learning

centres to deliver ICT and learndirect courses. The college offers a mix of general further education, work-based learning, and higher education (HE). Centres of Vocational Excellence (CoVEs) exist in ICT, aerospace and in business, accounting and financial services. The college has also been awarded the regional resource centre for aero-engineering and, most recently, the regional skills academy for financial services. Its mission statement is 'to ensure that students achieve foundation, technical or higher level vocational qualifications and skills which meet local and regional skill needs and allow progression from 14+ to HE'.

2. The college has provision in all sector subject areas. The number of full-time equivalent learners in 2005/06 was 3,486. Of these, 53% were aged 19 and over. Over 8,500 learners are on roll and account for over 16,800 enrolments. Of the number on roll, 54% are female. Almost 82% of learners are white, with Asian other as the most significant minority group. Most learners come from Hampshire and Surrey and take vocational courses. For learners aged 16 to 18, just two-fifths study on level 3 courses and about a third at level 2. For those aged 19 and over, about a third study higher level courses and the remaining study at levels 1 to 3 in almost equal proportions. The college provides work-based learning for just over 200 learners in hairdressing, electrical installation, motor vehicle and construction. The college also has a learndirect centre where it offers many short courses. The college is part of a Train to Gain consortium.
3. The college serves the relatively prosperous areas of Farnborough, Aldershot and the surrounding towns and villages of the Blackwater Valley. Although these areas experience low levels of unemployment, there are significant pockets of deprivation in the area. The proportion of school pupils who gained five GCSEs at A\* to C in 2006 in the Hampshire area is close to the England average of 59.2%. However, in the constituency that includes Farnborough, it was significantly lower at 41%.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Good: Grade 2
<i>Equality of opportunity</i>	<i>Good: Contributory grade 2</i>

### Sector subject areas

Engineering	Satisfactory: Grade 3
Construction	Satisfactory: Grade 3
Hospitality and catering	Outstanding: Grade 1
Arts, media and publishing	Satisfactory: Grade 3
Literacy, numeracy and ESOL	Satisfactory: Grade 3
Business administration and law	Good: Grade 2

## Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

4. The effectiveness of provision is satisfactory. Achievement and standards are satisfactory. Success rates have improved significantly since the last inspection and are now close to the national average for all levels except for level 1 where they are significantly higher. Overall success rates in work-based learning are satisfactory. Success rates on the small learndirect provision are satisfactory. Success rates for key skills have improved and are now similar to the national average. The standard of learners' vocational skills is high.
5. Teaching and learning are satisfactory. The quality of teaching has improved since the last inspection. The college has reduced the proportion of lessons that are inadequate but has not increased sufficiently the proportion of teaching that is good or better. Initial assessment and additional learning support are prompt and very effective. Assessment is good.
6. The college's response to the needs and interests of learners and employers is good. Links with local employers and schools are strong. The college's approach to educational and social inclusion is good. Since the last inspection, opportunities for learners to follow courses at levels 1 and 2 have increased significantly and progression routes exist from entry level to level 3 and beyond in almost all subject areas. Learners enjoy good enrichment opportunities, although participation is low in some subject areas.
7. Support and guidance are good. Initial advice and guidance procedures are thorough. Induction arrangements are good. Wider support is good. Careers advice and guidance is good. Tutorial arrangements are good overall. However, the quality of individual tutorials varies across the college. Targets on some individual learning plans lack sufficient clarity to enable learners to improve the quality of their work or to monitor progress.
8. Leadership and management are good. Leadership is strong and promotes a culture of quality improvement. The management of change is good. Governance is good. Strategic priorities are clear and embraced by all staff. The use of management data is good. Partnerships are strong and productive. Performance management is good and thorough. Equality of opportunity is good. Curriculum management is mostly good, with outstanding provision in hospitality and catering and hairdressing and beauty therapy. The self-assessment process is good. The college provides a safe environment. A few quality improvement plans lack sufficient detail and clarity.

Capacity to improve

Good: Grade 2

9. The college demonstrates good capacity to improve. Governors and the executive have created a secure platform for further and sustainable improvement. The college's plans for development are clear and it has a good record of securing improvement. It has made consistent and significant

improvements in success rates since the last inspection. Good quality assurance and performance management allow close scrutiny of the college's provision. The transition to sound financial management and strong finances has been maintained and strengthened.

10. The college's self-assessment process is good. The self-assessment report is an accurate evaluation of the quality of provision. The college has an increasingly secure view of the quality of teaching and learning and has significantly reduced the proportion of less than satisfactory teaching. Quality improvement plans contain insufficient detail in a few subject areas.

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

11. The effectiveness of the steps taken by the college to promote improvement since the last inspection is good. The two curriculum areas judged unsatisfactory at the last inspection were judged to be good at the reinspection. Performance management is now effective, both at the individual and corporate levels. The self-assessment process is more rigorous. The quality of accommodation and resources is much improved. Employer engagement has improved. The quality of teaching and learning, although improved, remains satisfactory.

### Key strengths

- the high success rates at level 1
- the good development of learners' vocational skills
- the good partnership working and employer engagement
- the prompt and very effective additional learning support
- the highly effective management of change
- the outstanding provision in hospitality and catering and hairdressing and beauty therapy.

### Areas for improvement

*The college should address:*

- the further improvement of success rates at levels 2 and 3
- the lowering of the amount of teaching and learning that is satisfactory and raising the proportion that is outstanding
- the consistency of tutorial practice.

## Main findings

### Achievement and standards

Satisfactory: Grade 3

12. Achievement and standards are satisfactory. The college has identified this through its self-assessment process. Success rates for all learners on long courses have improved substantially over the three years to 2006/07 and are now at the national average of 2005/06 for colleges of a similar type, except for level 1 where they are significantly higher. Success rates on very short courses, where many learners study, remain close to the high national average. Success rates for key skills have improved significantly since the last inspection and are now similar to the national average. Overall success rates in work-based learning are satisfactory as are the success rates on learndirect courses.
13. For learners aged 16 to 18, success rates improved significantly over the three year period to 2006/07 on long courses at all levels, especially on vocational courses where most learners study. At level 1, success rates have been substantially higher than the national average for the last two years. At level 2, they are slightly above the national average for 2005/06 overall and significantly higher for national vocational qualifications (NVQs), where about one third of learners study. At level 3, success rates have improved from being significantly below the national average to close to the national average of 2005/06. They remain low for GCE A level courses, but improved substantially in 2006/07 for vocational courses where most learners study and are significantly above the national average for 2005/06. Retention rates have improved for all levels but have been slowest to improve at level 3. They are now high at levels 1 and 2. Achievement rates are high at level 1 but just below the national average of 2005/06 at levels 2 and 3.
14. Success rates for learners aged 19 and over have improved significantly at all levels over the three year period to 2006/07 from being considerably below the national average at all levels to slightly above at levels 1 and 3 and close to the national average for 2005/06 at level 2 where the largest proportion of learners study. In 2006/07, the retention rate improved significantly at level 3 and the achievement rate improved slightly to just below the national average for 2005/06. At level 1, the achievement rate was significantly higher than the national average for the previous year.
15. The standard of learners' work is high. They develop and demonstrate good practical and vocational skills in most areas and enjoy their studies. Learners use specialist equipment confidently and acquire new skills quickly. In retail and commercial enterprise, learners adopt good professional practice and display high levels of customer care. Progression to other courses or further training is satisfactory. Attendance and punctuality are good but poor in construction.

### Quality of provision

Satisfactory: Grade 3

16. The quality of provision is satisfactory. Teaching and learning are satisfactory. Since the last inspection, the college has strengthened its scheme for observing



teaching and learning and has almost eradicated inadequate teaching. Inspectors agreed with the college's self-assessment report that the quality of teaching and learning is satisfactory overall with a low proportion that is outstanding. In the better lessons, teachers plan well and successfully develop learners' practical skills. Many teachers build productive relationships with learners that foster good learning. The college has improved the quality and increased the use of additional learning support in lessons. The teaching of theory is often dull and unimaginative. A narrow range of approaches is used in the teaching. Teachers often dominate these lessons and do not check learners' understanding sufficiently. The planning often fails to meet individual learners' needs. The range of teaching and learning strategies on learndirect Skills for Life courses is narrow.

17. Assessment is good. Learners understand very well how to improve their work. Teachers provide good written feedback promptly. Work-based learners receive effective training and good progress reviews.
18. The college's response to the needs and interests of learners and employers is good. The college offers a broad range of courses which complements the achievement of pupils leaving local schools. Links with employers are good and the college has successfully specialised in providing training for employers in the business and financial services sectors as well as in aero-engineering. Partnership working with schools is strong. Over 300 school pupils aged 14 to 16 attend the college to follow vocational courses or young apprenticeships. These courses are successful in improving their attitude and behaviour.
19. The college offers a good range of enrichment activities both as additional activities and as part of the learners' main courses. The college recognises that participation in cross-college activities is low in some subject areas.
20. Support and guidance are good. Initial advice and guidance procedures are well established and ensure learners enrol on the right course. Induction arrangements are good and help learners to settle into college life quickly. The identification of additional learning needs is timely as is the provision of good support which contributes to learners' achievement.
21. Wider support is good. Learners benefit from a good range of well publicised support facilities including finance, housing, counselling and sexual health advice. Procedures for improving attendance and punctuality are generally effective and tutors follow up absences promptly. Careers advice and guidance are good.
22. Tutorial arrangements are good overall. All full-time learners benefit from weekly timetabled tutorials which are well attended. The college has planned group tutorials well to promote learners' awareness of healthy lifestyles, personal safety and the positive contribution they can make in college and the community. The quality of individual tutorials varies across the college. The college introduced new individual learning plans in September 2007 which many areas use effectively to encourage learners to take responsibility and manage their own learning. However, in some areas, tutors do not use these learning

plans sufficiently to help learners improve the standard of their work or to record their progress.

Leadership and management

Good: Grade 2

*Contributory grades:*

*Equality of opportunity*

*Good: Grade 2*

23. Leadership and management are good. The college has identified this through its self-assessment process. Strong leadership by the principal, her senior management team and the well informed team of governors, has successfully driven change and promoted a culture of quality improvement. The executive and governors have strengthened the mission and strategic direction of the college. The principal and senior managers maintain a highly visible presence in the life and work of the college. They are open and approachable to staff. Communication is good. Managers and staff understand clearly the college's strategic priorities. Partnerships are strong and productive. The college has skilfully restructured its higher education programme to complement its further education provision.
24. Management information is accurate and often well used. Success rates at each level have improved consistently over the past four years. They improved markedly in 2006/07. Senior managers' considerable engagement with middle managers, to support, mentor, review and assess, has greatly improved levels of accountability. A rigorous annual programme of performance monitoring, including systematic review of under-performing courses, ensures very close scrutiny of all aspects of the college's work. Curriculum management is mostly good.
25. The performance management of staff is good. The college has not improved sufficiently the quality of its teaching and learning, but the more rigorous scheme of lesson observation provides a sound platform for further improvement. Strong links exist between lesson observation, performance management and the planning of staff development. Prompt intervention for improvement follows the identification of poorer teaching.
26. Governance is good. Governors sensitively and skilfully apply their extensive experience to the work of the college. They work in close professional partnership with the executive to set and refine strategic objectives. They are at the centre of debate on aspects of mission and college ethos. They know the college well and monitor its work closely. They, and the executive, listen closely to the views of learners. With broadly satisfactory success rates, the college offers satisfactory value for money. The college is in the highest Learning and Skills Council (LSC) category of financial health. The quality of accommodation and resources is much improved, with some £20m of expenditure since 2003.
27. Equality of opportunity is good. The college's inclusive equalities forum successfully leads the promotion of equality and diversity and discussion of equality themes is readily evident in many management and curriculum meetings. Many curriculum areas use a range of specifically prepared resources

to help learners understand aspects of equality and diversity. Policies are current. The college meets its obligations under relevant race, disability and gender equality legislation. The analysis of equality data is thorough. Success rates for adults from black and minority ethnic groups are just above the college average. Staff development for equality of opportunity is satisfactory. The college is largely accessible for those with restricted mobility.

28. The college provides an inclusive and safe environment. The management of health and safety is generally good. Arrangements to protect children and vulnerable adults and for carrying out and centrally recording Criminal Record Bureau checks are particularly effective. Child protection policies and procedures are in place and staff and governors have received training.

## Sector subject area

Engineering

Satisfactory: Grade 3

## Context

29. The college provides full-time, part-time and evening courses from levels 1 to 4 in aeronautics, motor vehicle studies, manufacturing, welding, computer-aided design and manufacture, electronics and electrical engineering. Currently, 447 learners have enrolled, of whom 199 are aged 16 to 18, and about a third are full-time. Work-based learning accounts for 28 learners, 24 taking the level 2 apprenticeship. Approximately 140 pupils aged 14 to 16 from six schools attend vocational courses, including 35 on the young apprentice scheme.

## Strengths

- high overall success rates on the apprenticeship framework
- good development of learners' practical skills for employability
- good progression
- highly beneficial links with the aerospace industry.

## Areas for improvement

- low success rates for key skills at level 2
- undemanding and uninspiring teaching in most theory lessons
- poor use of individual learning plans to monitor learners' progress.

## Achievement and standards

30. Achievement and standards are satisfactory. Overall success rates for both apprentices and advanced apprentices have improved over the three year period to 2006/07 and are significantly higher than the national average. Success rates for all levels improved in 2006/07 to around the national average for 2005/06. Success rates for level 2 key skills remain low.
31. Learners develop their practical skills well for employability. They demonstrate good practical competence in engineering. Teams including school pupils and graduates efficiently prepare cars to racing standards. Other learners manufacture accurate parts using CNC and manual machines or work confidently on electronic circuits. Attendance and punctuality are satisfactory.

## Quality of provision

32. Teaching and learning are satisfactory. Teachers manage practical lessons well. However, teaching in most theory lessons is undemanding and fails to inspire learners. It often lacks pace and challenge. In some lessons, learners needlessly copy notes from presentations. In others, teachers give learners information rather than encouraging independent research. Some lessons end

without review or checking of learners' knowledge. Assessment is satisfactory and usually accompanied by useful guidance for learners.

33. Programmes and activities meet learners' and employers' needs well. Progression to another course, or into employment, is high at 87% for 2006/07. Some courses link closely with major aerospace and vehicle-manufacturing companies that provide high quality work experience for apprenticeships.
34. Support is good. Additional learning support is highly effective with fewer learners leaving their studies early. Group tutorials are used well to raise learners' awareness of health and personal safety. Poor use is made of individual learning plans to monitor learners' progress. Target setting is poor and many learning plans remain incomplete with unclear and imprecise measures of progress. Progress reviews for work-based learners are good and identify clearly how much of the apprenticeship programme each learner has completed.

#### Leadership and management

35. Leadership and management are satisfactory. Communication is good. The college holds CoVE and regional resource centre status and has developed beneficial links with the aerospace industry. It attracts funding that benefits learners at all levels and recent substantial investment has led to plans to improve further the college's aerospace facilities. The promotion of equality and diversity is good both in work-based learning progress reviews and through the employment of female engineering staff. The self-assessment report is broadly accurate but insufficiently analytical in parts. The quality improvement plan lacks sufficiently measurable targets. The college has improved the weaknesses identified in the last inspection but has not maintained some strengths.

## Construction

Satisfactory: Grade 3

## Context

36. The college provides full- and part-time courses at levels 1 and 2 in brickwork, carpentry and joinery, and plumbing with electrical installation up to level 3. Currently, 950 learners have enrolled of whom 241 are full-time. Approximately half of the learners are aged 19 and over. Work-based learning includes 55 apprentices and 67 advanced apprentices. Seventy school pupils aged 14 to 16 follow multi-skill qualifications at level 1.

## Strengths

- high success rates on level 1 courses
- high standard of practical work
- good practical teaching
- good accommodation and resources.

## Areas for improvement

- low pass rates on the level 2 construction award and certificate in electro-technology
- poor attendance and punctuality
- dull and unimaginative theory teaching.

## Achievement and standards

37. Achievement and standards are satisfactory. Success rates are high on all level 1 courses. On the foundation construction award, they have been substantially above the national average over the last two years. The success rate for learners completing apprenticeships is satisfactory. However, many learners make progress slower than the national average in completing their apprenticeship. Pass rates for key skills are satisfactory. Pass rates remain significantly below the national average on the level 2 construction award and on the certificate in electro-technology.
38. The standard of learners' practical work is high. Learners demonstrate good site skills and apply good health and safety practices to their work. They handle specialist tools confidently and complete tasks accurately. Attendance and punctuality are poor in many lessons.

## Quality of provision

39. Teaching and learning are satisfactory. Practical teaching is good. Learners enjoy the good practical lessons that teachers deliver with much good subject expertise. The teaching in theory lessons is dull and unimaginative. The teaching relies heavily on presentations with little change of activity or use of available information learning technology (ILT). Teachers ask few direct questions to check learners' understanding and often allow the more forthright learners to dominate. Assessment is satisfactory. Learners on NVQ programmes receive clear feedback on the quality of their work and how it can be improved.

40. Resources and accommodation are good. Training takes place in a dedicated centre with well equipped specialist workshops and classrooms. Learners benefit from the good simulated working environments that enable them to develop good job-related and practical skills.
41. The range of provision is satisfactory. The college has responded well to the recent demand for construction training locally. Progression routes are clear with good opportunities for learners to follow apprenticeships.
42. Support for learners is satisfactory. Initial assessment is satisfactory and identifies individual learners' needs promptly. The results of this assessment do not always feature in learners' individual learning plans. Work-based learning reviews are regular and monitor learners' progress closely. The quality of target-setting in individual learning plans varies considerably with few tutors setting challenging and measurable targets.

#### Leadership and management

43. Leadership and management are satisfactory. The management team has clear roles and responsibilities. Meetings are regular with action points clearly identified. The self-assessment report is broadly accurate and identifies most areas for improvement. The quality improvement plan identifies few measurable actions to improve the quality of provision and teaching and learning in particular. Observation of teaching and learning provides an accurate assessment of its quality and informs staff development and the appraisal process. Work-based learning reviews include the regular monitoring of health and safety and equality of opportunity.

## Hospitality and catering

Outstanding: Grade 1

### Context

44. Currently, 144 learners have enrolled on courses from levels 1 to 3 including a course for 14 school pupils aged 14 to 16, a range of NVQs and a recently introduced foundation degree. Most learners study on full-time courses. Fewer than 15 learners follow part-time courses. All full-time learners at levels 1 and 2 complete NVQs in food preparation and cookery, and food and bar service. Thirty seven learners have enrolled at level 1 and 57 at level 2. Level 3 professional cookery accounts for 18 learners.

### Strengths

- very high success rates on full-time courses
- high standard of learners' practical and personal skills
- very good learning resources
- very good curriculum management.

### Areas for improvement

- low success rate on the part-time food preparation and cooking course.

### Achievement and standards

45. Achievement and standards are outstanding. Success rates for all full-time courses are significantly above the national average. Pass rates for key skills are significantly above the college's own average. Success rates for the part-time food preparation and cooking course at level 2 have been lower than the national average in each of the three years to 2006/07.
46. Learners develop their practical and personal skills to a high standard. A strong and supportive work ethos exists with learners of different ability working alongside each other. Learners quickly develop confidence in the practical areas. Many learners demonstrate very good kitchen and restaurant skills that prepare them well for employment. They display good knife skills to prepare fish and meat dishes. Learners regularly plan and deliver themed events to a high standard.

### Quality of provision

47. Teaching and learning are good. Teachers plan lessons very carefully to include a good range of teaching methods that develops active learning. Teachers in practical lessons carefully allocate roles and responsibilities to individual learners for additional practice and assessment. Teachers integrate ILT well into the lively and productive theory lessons. Assessment is good. Teachers actively encourage learners to set their own challenging targets and to plan their own assessment activities.



48. Learning resources are very good. The practical areas and restaurant are well equipped and of a high standard. Teachers use their own experience well which they complement with a good range of learning materials. Learners benefit greatly from recent improvements to the on-line learning resources that promote independent learning.
49. The range of provision is satisfactory and meets the needs of the local community. Learners enjoy their high quality work placements and improve their skills and confidence. Vocational enrichment is good and provides learners with many opportunities to gain a broader knowledge of the sector.
50. Support is good. Initial assessment identifies additional learning needs well. Learners in receipt of additional support achieve very well. Learners benefit from good access to tutors and wider college services that offer good advice and guidance. Individual tutorials monitor punctuality, attendance, attitude to course work and progress well.

#### Leadership and management

51. Leadership and management are good. Curriculum management is very good. High success rates have been maintained. The hospitality team actively improves processes and practices to enhance the learners' experience. Learners benefit from the improvements made through their feedback. Quality assurance is thorough. Course reports are detailed and accurate. The self-assessment report evaluates well the quality and range of provision. The promotion of equality of opportunity is satisfactory.

## Arts, media and publishing

Satisfactory: Grade 3

### Context

52. Currently, 393 full-time learners including 248 aged 16 to 18 and 145 aged 19 and over study on 21 arts, media and publishing courses. Most take national diploma or GCE A level courses in media, art and design, music or performing arts. A smaller proportion follows courses in media, music technology and performing arts at levels 1 and 2. Learners take key skills in communications at levels 1 and 2. About 90 learners receive additional learning support.

### Strengths

- high success rates on the first diplomas in performing arts and media
- high standards of work in visual arts and photography
- good management to promote improvement.

### Areas for improvement

- low success rates in AS level art and design and the national diploma in graphic design.

### Achievement and standards

53. Achievement and standards are satisfactory. Success rates on the first diplomas in performing arts and media are high with pass rates significantly higher than the national average. Most success rates improved substantially in 2006/07 to around the national average for 2005/06, often from a very low starting point. On the AS level art and design, and national diploma in graphic design, success rates remain low.
54. Learners produce high standards of work in visual arts and photography. Photographic prints are well crafted, composed with good supporting written research and argument. Learners in art and design produce good examples of well used sketchbooks containing thoughtful and skilfully designed images using a variety of media. Work in the visual arts department is displayed well and of a high standard. Attendance is satisfactory and tutors monitor absence carefully.

### Quality of provision

55. Teaching and learning are satisfactory. In the better lessons, the teaching combines good cultural references with artistic ideas to challenge and broaden learners' knowledge, understanding and practical ability. Teachers in these lessons manage the pace and timing of activities well. In the less effective lessons, the teacher dominates activities with little variation of task. In these lessons, learners often work individually on projects and rarely join as a whole class to celebrate good individual work or to demonstrate their skills. Assessment is good. Learners mostly set their own targets through individual planning and review their own progress.

56. The range of provision to meet the needs and interests of learners is satisfactory. Useful and relevant links exist with local companies to reflect the work of this sector. The college has recently formed its own arts organisation to promote and provide real and practical work experience for learners through projects commissioned locally.
57. Information, advice and guidance are satisfactory. Handbooks are well presented and provide useful information about the courses. Initial assessment is good. Many learners benefit from the prompt and good additional learning support. Overall support is good. Tutorial arrangements are satisfactory and identify learners' progress and their wider support needs clearly.

### Leadership and management

58. Leadership and management are good. Good management has promoted continuous quality improvement. Managers have taken good actions to improve success rates for most courses that showed either a low or declining trend. All staff in the department understand the targets and clear direction that managers at all levels have set. The self-assessment process and report are good and quality improvement plans contain specific and measurable action points that link to the report. The promotion of equality of opportunity is integrated well in the curriculum.

## Literacy, numeracy and ESOL

Satisfactory: Grade 3

## Context

59. The college offers full- and part-time courses in ESOL and literacy and numeracy from entry level to level 2, both at the college and in the community. Currently, 317 learners aged 19 and over have enrolled on part-time ESOL courses and 54 learners aged 16 to 18 are on full-time ESOL courses. About 260 learners aged 19 and over take adult literacy or numeracy courses with 126 learners on literacy courses.

## Strengths

- high success rates on numeracy courses
- high pass rates on speaking and listening ESOL courses
- good teaching and learning in literacy and numeracy to enable learners to make good progress
- well designed ESOL courses to meet the needs of learners aged 16 to 18
- good curriculum management to improve the quality of the learners' experience in literacy and numeracy.

## Areas for improvement

- low retention on most of the full ESOL qualification courses in 2006/07
- insufficient attention to meeting the individual learning needs of learners in ESOL lessons
- ineffective monitoring of actions to promote quality improvement in ESOL.

## Achievement and standards

60. Achievement and standards are satisfactory. Success rates are substantially higher than the national average on numeracy courses at entry level and level 1. Pass rates on most ESOL speaking and listening courses are consistently high. Success rates on literacy courses are satisfactory. The standard of learners' work in literacy and numeracy is good. The proportion of learners progressing from ESOL, literacy and numeracy courses to other provision is satisfactory. Retention on all full ESOL qualifications in 2006/07 was lower than the national average.

## Quality of provision

61. Teaching and learning are satisfactory. Teaching is good in literacy and numeracy and enables learners to make good progress. In the best lessons, a variety of engaging activities relate closely to learners' goals. In a numeracy lesson, learners enjoyed mixing non-alcoholic cocktails to investigate ratio and proportion. Teaching on ESOL courses does not match sufficiently individual learners' needs and targets. The teaching relies heavily on text books without sufficient supplementary contextualised material to support the range of abilities. Teaching uses ILT insufficiently to extend learning. Assessment is

satisfactory. Tutors provide constructive feedback to learners on how to improve.

62. Programmes and activities meet the needs and interests of learners satisfactorily. The college has developed a well structured, comprehensive and inclusive full-time ESOL programme for learners aged 16 to 18 specifically from minority groups. The range of adult literacy and numeracy courses is satisfactory.
63. Guidance and support are good. Initial assessment is prompt and accurate. Additional learning support is good. In literacy and numeracy, learners use individual learning plans well to manage their own progress. In ESOL, teachers do not use individual learning plans sufficiently to monitor learners' progress.

#### Leadership and management

64. Leadership and management are satisfactory. Curriculum management is good in literacy and numeracy and has improved the quality of the learners' experience. The college has made good progress in its implementation of the national skills for life strategy. Staff development is good and teachers share good practice well. The monitoring of quality and performance management action plans is insufficiently thorough in ESOL and data are not used effectively to inform quality improvement activities. The self-assessment reports for this area are broadly accurate and identify most of the key strengths and some of the areas for improvement.

## Business administration and law

Good: Grade 2

## Context

65. The college offers courses in business, administration and management studies from levels 1 to 3 to about 150 full-time learners mostly aged 16 to 18. A further 600 learners, mostly aged 19 and over, study on part-time professional courses in accountancy, management, marketing, human resource management and full- and part-time degree level programmes up to level 4. The college has a CoVE in business, accounting and financial services.

## Strengths

- high success rates with many high grades on full-time vocational courses
- good teaching and learning to develop learners' business skills
- good advice, guidance and tutorial support
- good management to promote quality improvement.

## Areas for improvement

- low success rates on the certificate in bookkeeping and accounting courses
- insufficiently developed use of ILT in accountancy and bookkeeping lessons.

## Achievement and standards

66. Achievement and standards are good. Success rates are high with many high grades on many full-time vocational programmes. In particular, the success rates for diplomas in business at levels 1 to 3 were 100% in 2005/06 with most achieving a high grade on the level 2 course in 2006/07. Success rates are low on the certificates in bookkeeping and accounting courses. The college has thoroughly analysed the performance data for these courses and has recently changed the pattern of delivery. The standard of learners' work in lessons is mostly high. They participate thoughtfully in discussions and understand and apply principles of accounting and business well.

## Quality of provision

67. Teaching and learning are good. Teachers prepare lessons well to develop learners' business skills. In the best lessons, the teaching uses a variety of tasks to engage and stimulate learners, including challenging case studies and role-play activities. Most teaching makes good and imaginative use of ILT, although its use is insufficiently developed in accountancy and bookkeeping lessons where it is used primarily for presentations. Assessment and monitoring of learners' progress is good. Most tutors provide good and regular feedback on learners' work.
68. The programmes and activities meet the needs and interests of learners well. Good progression routes exist from levels 1 to 4. The college enjoys productive

links with employers and responds well to their training needs through its CoVE and the establishment of the Hampshire Business School.

69. Advice, guidance and tutorial support are good. Careful interviewing and raised entry requirements at the recruitment stage have ensured that learners enrol on the most appropriate course. Learners' additional support needs are identified well through initial assessment and provided promptly. Learners value the good levels of support they receive from tutors. Tutorials monitor learners' progress well. Full-time learners make good use of individual learning plans to set targets and monitor progress.

#### Leadership and management

70. Leadership and management are good. Good management has promoted continuous quality improvement. Managers have introduced particularly well planned and effective steps to improve success rates on all courses. The use of management information data has improved substantially. Individual course managers now have responsibility for the accuracy of the data for the courses that they oversee. Supportive staff development has promoted the better use of new technology. The self-assessment report accurately evaluates the quality of provision. However, quality improvement plans contain insufficient measurable outcomes. The promotion of equality of opportunity is satisfactory.

## Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	04/05	646	60	65	-5	1026	55	62	-7
	05/06	569	70	69	1	776	64	65	-1
	06/07*	549	81	N/A		737	73	N/A	
GNVQs and precursors	04/05	6	100	68	32	1	100	64	36
	05/06	...	...	...	...	...	...	...	...
	06/07*			N/A				N/A	
NVQs	04/05	287	68	68	0	4	50	66	-16
	05/06	161	66	72	-6	3	100	74	26
	06/07*	117	73	N/A		2	50	N/A	
Other	04/05	353	52	64	-12	1021	55	62	-7
	05/06	408	72	69	3	773	64	65	-1
	06/07*	432	83	N/A		735	73	N/A	

\* college data

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	04/05	698	59	61	-2	1121	50	60	-10
	05/06	625	69	66	3	926	56	66	-10
	06/07*	678	70	N/A		1001	67	N/A	
GCSEs	04/05	135	53	64	-11	262	57	63	-6
	05/06	59	49	68	-19	189	61	67	-6
	06/07*	66	64	N/A		187	63	N/A	
GNVQs and precursors	04/05	15	60	67	-7	...	...	...	...
	05/06	...	...	...	...	...	...	...	...
	06/07*	2	50	N/A				N/A	
NVQs	04/05	219	68	57	11	254	60	60	0
	05/06	166	80	65	15	176	66	67	-1
	06/07*	222	83	N/A		237	76	N/A	
Other	04/05	329	56	61	-5	605	43	59	-16
	05/06	400	67	66	1	561	52	65	-13
	06/07*	388	64	N/A		577	64	N/A	

\* college data



Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2005 to 2007, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	04/05	898	53	68	-15	1181	52	58	-6
	05/06	859	59	70	-11	1063	58	63	-5
	06/07*	896	69	N/A		849	70	N/A	
A/A2 Levels	04/05	136	61	86	-25	194	59	69	-10
	05/06	96	60	87	-27	178	60	72	-12
	06/07*	123	82	N/A		115	74	N/A	
AS Levels	04/05	251	43	66	-23	232	49	52	-3
	05/06	245	61	67	-6	230	50	55	-5
	06/07*	213	56	N/A		179	59	N/A	
GNVQs and precursors	04/05	77	62	61	1	9	56	54	2
	05/06	...	...	...	...	...	...	...	...
	06/07*			N/A				N/A	
NVQs	04/05	39	72	63	9	245	34	56	-22
	05/06	60	73	71	2	157	60	63	-3
	06/07*	52	81	N/A		186	73	N/A	
Other	04/05	395	54	60	-6	501	60	59	1
	05/06	458	56	65	-9	498	60	64	-4
	06/07*	508	70	N/A		369	71	N/A	

\* college data

Table 4

Success rates on work-based learning 'apprenticeship' programmes managed by the college 2004/05 to 2006/07.

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	19	63	48	53	34
		timely	20	40	31	30	22
	05-06	overall	34	56	53	50	44
		timely	33	36	34	36	28
	06-07	overall	51	88	N/A	73	N/A
timely		51	78	N/A	39	N/A	
Apprenticeships	04-05	overall	56	55	51	45	39
		timely	56	50	29	41	22
	05-06	overall	77	77	58	75	52
		timely	76	76	38	75	34
	06-07	overall	63	62	N/A	59	N/A
		timely	63	51	N/A	48	N/A

Note: At the time of the inspection - LSC data for 2006-07 had yet to be fully validated

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

Table 8

Outcomes on learndirect programmes 2006/07 to 2007/08.

Learning type	Year	Enrolments	Counted for data	Success rate (%)	Withdrawal rate (%)
All sectors	2006-07	1350	1141	65.9	13.7
	2007-08*	201	136	72.1	5.1
ICT	2006-07	442	325	54.5	27.7
	2007-08*	63	32	71.9	3.1
Skills for Life	2006-07	908	816	70.5	8.1
	2007-08*	138	104	72.1	5.8
Business and management	2006-07	n/a			
	2007-08*	n/a			

## Equality and diversity

2006-07	All Ethnic Groups	Asian or Asian British	Black or Black British	Chinese/Other	Mixed	Not Known	White
Enrolments	1,350	58	41	27	12	13	1,199
Completion rate (%)	86.7	89.4	94.1	90.9	90.0	100.0	86.0
Achievement rate (%)	74.2	66.7	62.5	55.0	88.9	108.3	74.7
Success rate (%)	65.9	59.6	64.5	50.0	88.9	100.0	65.9
Withdrawal rate (%)	13.7	10.6	6.5	9.1	11.1	0	14.3

Note: 2007-08\* data is 'part year' only and is representative of the 3 months or greater of the Ufl Sheffield contract year