

Great Yarmouth College

Inspection Report

Provider reference 130765
Published date December 2007

Contents

Background information	3
Summary of grades awarded	5
Overall judgement	6
Key strengths and areas for improvement	7
Main findings	8
Sector subject reports	12

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.

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); 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: health, care and public services; engineering; construction; hair and beauty therapies; hospitality and catering and preparation for life and work.

Description of the provider

1. Great Yarmouth College is a medium sized general further education college situated on three sites. Construction provision is located approximately one third of a mile from the main site and a smaller centre for horticulture and floristry is located in Queen Anne's Road.
2. In 2006/07 there were 3,322 learners of whom 59% were aged 16 to 18. The vast majority of learners aged 16 to 18 study full-time courses at levels 1 to 3. Most adults study part-time courses. A high proportion of learners (45%) are classified as disadvantaged and around 600 learners receive additional learning support. In 2006/07 there were 237 apprentices across nine areas of learning and 60 Entry to Employment (E2E) learners. The college offers programmes across all 14 subject areas. The main areas of learning are foundation studies and skills for life, care, construction and the services industries of catering and hair and beauty. The college works with seven high schools to deliver courses to approximately 500 learners aged 14 to 16. Learners from minority ethnic backgrounds make up 3.4% of the college's population compared with 2% for Great Yarmouth as a whole.
3. Great Yarmouth is an area of high economic and social deprivation. Unemployment is high, with large variations related to seasonal employment. Of the local workforce the large majority are qualified at level 1. The town has seen a growth in employment in the service industries including tourism, retail and food processing. Migrant workers from Portugal and Lithuania feature strongly in the local labour market. In 2006 the proportion of learners gaining five or more A* to C grades rose by 2.4% points to 49% compared to 55% across the county and 59% nationally.
4. The college has been successful in securing funding for regeneration initiatives such as the Local Enterprise Growth Initiative; working as a lead partner with schools and other training providers. The college has also secured funding through the East of England Regional Development Agency to provide enterprise education through a new build, the 'Alchemy Centre'. The college has two centres of vocational excellence (CoVEs), one in care and the second, through a partnership arrangement, in computing. Through the 14 to 19 East Consortium the college is working with partners to deliver the new diplomas across the seven high schools. The college also works with University Campus Suffolk for higher education provision.
5. The mission of the college is, 'Great Yarmouth College will promote and provide education, economic and social progression opportunities for our learners, the communities we serve and our staff.'

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement 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, care and public services	Good: Grade 2
Engineering	Good: Grade 2
Construction	Good: Grade 2
Hair and beauty therapies	Satisfactory: Grade 3
Hospitality and catering	Satisfactory: Grade 3
Preparation for life and work	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

6. This is a good college. Achievement and standards of learners' work are good. Overall success rates have improved significantly since the last inspection. Key skills success rates are good. The success rates for framework completion on apprenticeship programmes are satisfactory. Attendance is good. Learners make good progress.
7. Teaching and learning are good. The development of practical and vocational skills is good. The teaching of key skills is satisfactory. Assessment and progress monitoring are satisfactory as is the use of challenging targets to improve the learning of individuals.
8. The college's approach to educational and social inclusion is good. The curriculum meets the needs of learners' vocational and life skills well. Provision for learners aged 14 to 16 is good. Links with local employers are outstanding. Support for individual learners is good and the quality of group tutorials is satisfactory. The analysis of the impact of this support is underdeveloped.
9. Leadership and management are good. Good use is made of accurate management information to set challenging targets which are largely met. Self-assessment procedures are thorough and provide a largely accurate assessment of the quality of the college's provision. Professional development is well planned and staff are well qualified, but further training in risk assessment is required. Procedures for appraising teachers do not provide a sufficiently rigorous measure of their performance. Equality of opportunity is good, but the promotion of multicultural awareness through the curriculum is underdeveloped. Despite significant investment, too much poor accommodation still exists. Financial management is strong and the college provides good value for money.

Capacity to improve

Good: Grade 2

10. The college demonstrates a good capacity to improve. Leadership and governance are good. College targets are challenging and have been largely achieved. Quality assurance systems are thorough and promote improvement successfully. The self-assessment report (SAR) is largely accurate and helpful to the college in driving up standards. The overall quality of provision is good. The lesson observation scheme ensures a strong focus on the quality of teaching and learning. Staff use management information well to analyse and improve performance. Human and physical resources are deployed effectively. The professional development of staff is well planned. Staff are committed to the college's mission and priorities. Planning is underway to replace and update less satisfactory accommodation.

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

11. The college has made good progress in addressing the areas for improvement identified at the last full inspection. Most curriculum grades have improved. Retention rates on many courses have improved. Individual learning plans are used well across the college. The monitoring and reviewing of students' progress at all levels is better, although the setting of targets for learners requires further refinement. The estate has been improved and further improvements are proposed. The management of work-based learning is now good. Leadership in raising the quality of teaching is good. Teaching and learning on level 2 courses is better, with much less unsatisfactory teaching. The development of assessing learners' achievement against their prior attainment is progressing well.

Key strengths

- effective strategic planning and direction of the college
- good governance
- responsiveness to the needs of employers and the local community
- high success rates for learners aged 16 to 18
- high pass rates on long courses
- good teaching and learning
- good progress made by learners
- good provision for learners aged 14 to 16
- good academic and pastoral support for learners
- strong financial management.

Areas for improvement

The college should address:

- setting and monitoring of appropriately challenging learning targets
- promotion of multicultural awareness within the curriculum
- sufficiently rigorous procedures for staff appraisal
- further training in the risk assessment of health and safety
- poor accommodation in some curriculum areas.

Main findings

Achievement and standards

Good: Grade 2

12. Achievement and standards are good and this agrees with the college's self-assessment. Many success rates have improved significantly since the previous inspection and at a greater rate than the improvement in national rates over three years. Success rates for learners aged 16 to 18 on level 1 and 2 courses have improved significantly and college data for 2006/07 suggest further significant improvement. College data for 2006/07 also indicate success rates for adults on levels 1 to 3 programmes are now around the national rates and that pass rates for 16 to 18 and adult learners have increased markedly. Pass rates on some short courses are low. Retention rates for learners aged 16 to 18 on level 3 and for adults on level 1 courses are below national averages. Outcomes for learners aged 14 to 16 are good and many progress onto college courses when they leave school.
13. Key skills success rates are well above the low national rates. The framework completion success rates of learners on apprenticeship programmes have improved since the last inspection to national rates overall and college data for 2006/07 suggest success is high in construction.
14. The success rates of learners receiving additional support are above those of learners not receiving support. No group of learners from black and minority ethnic backgrounds consistently underachieves significantly, compared with learners from white backgrounds. Male and female learners achieve within the national averages.
15. Learners make good progress in relation to their starting points and prior attainment. College data indicate that almost half the learners aged 16 to 18 on graded courses achieved above expectations in 2006/07. Learners develop good skills through practical lessons. Learners with difficulties and/or disabilities make good progress in relation to their individual targets. The achievement of higher grades is improving on level 1 and 2 courses but less so on level 3. The standard of learners' work is good overall. Many learners progress to other courses in the college or to employment, including an increasing number to higher education provision.
16. Learners enjoy college and feel safe. Attendance is improving and is satisfactory. Punctuality is good and behaviour is exemplary.

Quality of provision

Good: Grade 2

17. The quality of provision is good, which concurs with the college's self-assessment. Much teaching and learning is good. The college recognises the need to improve those lessons judged to be satisfactory by providing appropriate support and evaluation. Inspectors observed a small number of inadequate lessons.

18. In the more successful lessons, good planning ensures that all learners are challenged to learn well. The teaching of practical lessons is successful, particularly for the many learners aged 14 to 16 from local schools. These learners develop good vocational skills. The best teachers check learning regularly and ensure good progress is made. In the less successful lessons learners become uninterested because they are not stimulated to learn and the individual needs of learners are not taken into account sufficiently. The satisfactory teaching of key skills is integrated into vocational areas so that learners appreciate their relevance. These lessons are well supported by co-educators, who assist students in class with their learning.
19. Assessment practices are satisfactory and meet the requirements of awarding bodies. The marking of written work is satisfactory, and learners generally have an understanding of what they need to do to improve their work. Spelling and poor grammar are not corrected often enough; however, where it is done, it is done well. The use of challenging targets to improve the learning of individuals is satisfactory. Though the forms used are common for the whole college, teachers do not often set challenging targets for learning. As a consequence, the more able do not achieve to their full potential on some courses.
20. The identification of additional learning support needs is carried out very effectively. A large number need support, around 60%. This is provided promptly and is valued by those who receive it. However, the results of initial assessments are used insufficiently in lessons.
21. Since the last inspection the college has improved the management of the lesson observation system. The college has a good understanding of its own teaching and learning and carries out good evaluations of teaching and learning both at individual and curriculum level. These are used to determine professional development events effectively. In addition, good teaching practice is identified and shared through the regular 'teachers talking' events. The college recognises that the observation of in-class co-educators who support learners is underdeveloped.
22. Teaching staff are well qualified and experienced and almost all have appropriate teaching qualifications. Links between teacher training and human resources are good.
23. The range of programmes to meet the needs and interests of learners is good. The college has changed its curriculum to meet the needs of learners' vocational and life skills well. The college has a good understanding of local needs and has responded to them well. In most areas of the curriculum, learners have good progression opportunities, often to higher education.
24. The college has done much to ensure that many local learners aged 14 to 16 have training opportunities which would not otherwise be available to them in areas such as construction, engineering, catering and hair and beauty.
25. The college works very well with partner schools and other education providers and planning for new diplomas is progressing well. Links with local

- employers are outstanding. Employers speak very highly of how well the college responds to their needs and of the quality of training provided.
26. The college's approach to educational and social inclusion is good. It recruits well from traditionally hard to reach groups and those with low educational aspirations. The college offers a comprehensive range of extra-curricular activities including sport; however, these events are not always well attended.
27. Guidance and support for individual learners is good. However, support for evening class learners is limited and not yet used well. Individual tutorial support is good and many tutors are very committed to the progress of their learners. A group tutorial programme has recently been introduced. It covers many of the aspects of the 'Every Child Matters' agenda. Staff have developed some effective materials to support the teaching of some lessons but the level is not appropriate for all groups and staffing resources are not always deployed effectively in lessons. The college provides a good range of support for learners with specific learning difficulties. The college works closely with a good range of external agencies to support learners' needs appropriately.
28. Careers education is satisfactory. The college has good links with the Connexions service. Staff give learners regular support and advice through the tutorial programme. The college provides effective counselling and chaplaincy services. Learner support funds are used well to support child care in the college crèche.
29. Co-educators support learners well in classes to help them achieve. However, their contribution to lessons is not always carefully planned. The college carries out some analysis of data on learners who receive support, but the college cannot analyse its impact in detail.

Leadership and management

Good: Grade 2

Contributory grades:

Equality of opportunity

Good: grade 2

30. Inspectors agreed with the college that leadership and management are good. The college has rectified successfully the weaknesses identified at the last inspection whilst maintaining a steady improvement in standards. The college has met its key performance targets and its financial position is strong. Strategic planning is good and reflects clearly the college's continuing intention to meet the needs of the diverse and changing community that it serves.
31. Governance is good. Governors provide a broad range of experience and operate within a secure framework for governance. They are influential in determining the strategic direction of the college and scrutinise rigorously learners' performance and the college's finances. The principal, supported

- ably by senior managers, provides effective leadership which sets a clear direction for the college. Communication is good and staff morale is high. Continuing staff development needs are being met effectively. However, some teachers require further training in risk assessment. The current procedures for appraising teachers do not provide a sufficiently rigorous measure of their performance and some team leaders have too many appraisals to conduct.
32. Curriculum management is at least satisfactory in all areas. Managers make good use of accurate management information to set challenging targets for course performance. There are good procedures in place for addressing any areas where significant improvement is necessary. The college has improved its quality assurance procedures since the last inspection. Self-assessment procedures are thorough and although weaknesses in provision are sometimes understated, the college provides a largely accurate assessment of the quality of its provision. Procedures for obtaining the views of learners are good. Subsequent analysis shows that learners are increasingly satisfied with their experiences at the college.
33. The college complies with the Race Relations Amendment Act 2000, the Special Education Needs and Disability Act 2002 (SENDA) and the Disability Discrimination Act 1995. Staff have undergone criminal records bureau checks and appropriate training is provided. The college analyses information on different groups of learners at enrolment and monitors their subsequent progress effectively. Policies and plans to encourage equality of opportunity are comprehensive but the promotion of multicultural awareness through the curriculum is underdeveloped.
34. The college has invested significantly in its accommodation since the last inspection but is aware that too much poor accommodation still exists. It has a well considered property strategy to address its future requirements but plans await approval. Financial management is good. Financial monitoring and control procedures are robust and have enabled the college to move to a secure financial position. The college provides good value for money.

Health, care and public services

Good: Grade 2

Context

35. The college offers full-time courses in care, early years and public services at levels 1 to 3. Part-time courses include national vocational qualifications (NVQs), counselling courses and short courses. Distance learning courses are offered in a range of subjects. At the time of inspection, around 200 learners study full time, of whom 59 are on level 2 and 125 on level 3. The majority are aged 16 to 18. Around 500 adult learners study part time, with 175 by distance learning, and 32 learners aged 14 to 16 attend from local schools. A Centre of Vocational Excellence (CoVE) in care has been established since 2004.

Strengths

- high success rates on NVQs in care
- high success rates on the national diploma in public services
- much good teaching
- highly effective employer links
- good pastoral support for learners.

Areas for improvement

- insufficient planning in lessons to meet the identified needs of learners
- insufficient provision to meet the needs of childcare learners.

Achievement and standards

36. Achievement and standards are good. Success rates on adult part-time courses are high and are satisfactory on the majority of full-time courses. Pass rates on the national diploma in public services have been 100% for the past three years. Standards of work are good. Learners develop good work related skills. NVQ portfolios contain a wide range of evidence. Learners progress to higher level courses within college, to higher education and employment successfully.

Quality of provision

37. Teaching and learning are good. Theory and practice are well linked and teaching is enhanced by the relevant vocational expertise of the staff. Learners are enthusiastic about their learning. The needs of some individual learners are not always met and planned for. Some lesson plans fail to identify specific needs and learners do not always receive work which is sufficiently challenging. The use of Information Learning Technology (ILT) is satisfactory. Assessment and monitoring are satisfactory with appropriate feedback.
38. There is a good range of provision. A wide range of additional qualifications and enrichment activities includes food hygiene, counselling, sailing and police riot training on public services courses. However, with no full-time

courses in early years at level 1 or 2 some learners take a second choice course or are inappropriately placed on the level 3 course.

39. There are good and productive links with a wide range of employers and educational establishments such as the National Health Service and Social Services. Local needs are met responsively and flexibly. Five schools work successfully with the college and on the Aim Higher project to raise local aspirations.
40. Guidance and support for students are good. Learners have good individual support. Group tutorials address relevant topics. Learning mentors and co-educators provide effective additional support.

Leadership and management

41. Leadership and management are good. Management actions have been taken to address issues such as retention, although it is too early to judge their effectiveness. The SAR is mostly accurate, evaluative and detailed. Lesson observations identify strengths and areas for improvement accurately. Internal verification systems are sound. Staff are well supported and make effective use of opportunities for occupational updating and professional development. The promotion of equality and diversity is satisfactory.

Engineering

Good: Grade 2

Context

42. The college offers full- and part-time courses in motor vehicle, welding, electrical and mechanical engineering from level 1 to level 3. At the time of the inspection, there were 200 full-time learners mostly aged 16 to 18, 108 part-time learners and 56 work-based apprentices. In addition, there are 82 learners on school links programmes.

Strengths

- high success rates
- good teaching and learning in practical skills
- good pastoral support for learners
- well equipped specialist workshops
- good curriculum management.

Areas for improvement

- insufficient use of short term targets in planning learning
- inadequate planning of the off-the-job programme for apprentices.

Achievement and standards

43. Achievement and standards are good. Success rates on level 2 and level 3 courses have improved steadily and in 2006/07 were high. Of particular significance are the performing engineering operations level 2 and national diploma courses, where learners achieved 100% success in 2006/07. At level 1, success rates on the performing engineering operations are good. In work-based learning, framework success rates are satisfactory.
44. The standard of most learners' work is good. They work productively and enthusiastically on training tasks developing a good level of competence in using specialist tools and equipment. Level 3 mechanical engineering learners are producing work at good industrial standards. Attendance is good.

Quality of provision

45. Teaching and learning are good. Most lessons are well planned with a variety of learning activities to stimulate and develop learning. Practical lessons are very effective in developing learners' skills. In a few lessons, there is insufficient checking of learners' progress. Work-based learners develop good practical skills through working alongside experienced personnel in their workplace. The day release programme for the apprentice framework is not well structured and some aspects are not being achieved.
46. There is insufficient use of short term targets for monitoring learner progress. Learning plans simply identify the long term goal and fail to set interim learning targets to measure progress. Assessment is satisfactory but

in work-based learning internal verification of learner portfolios is too biased towards the end of the learner's apprenticeship.

47. The range of provision from levels 1 to 3 is satisfactory. The performing engineering operations level 1 programme is particularly effective in providing a broad foundation for learners.
48. Guidance and support for learners are good. Tutors are responsive to learners' needs and give their time freely to help them on both personal and academic issues. For example, staff made themselves available during half-term to provide catch-up lessons. The learner mentor is very accessible and complements the tutors well by providing pastoral support.

Leadership and management

49. Leadership and management are good. Retention rates at all levels of provision have improved, leading to high success rates on most courses. Accommodation has been improved and specialist workshops updated with a good range of industrial standard tools and equipment. Small groups of learners are combined with other groups effectively to maintain provision. The college's SAR identifies most of the strengths but there is insufficient reflection and comment in the SAR on areas for improvement.

Construction

Good: Grade 2

Context

50. The college provides programmes in decorative, trowel and wood occupations, electrical installation and plumbing. Progression pathways are available from entry level to level 3. Enrolments in 2006/07 total 610 learners of which 55% are full time. The majority of learners study at levels 1 and 2. The college has a work-based learning programme for 36 apprentices and delivers all apprenticeship framework elements for the training board. Introductory courses are delivered for a consortium of local schools for 106 learners aged 14 to 16.

Strengths

- high success rates on many courses
- high apprentice framework success rates
- much good teaching and learning in practical lessons
- good progression to college courses
- particularly effective academic and pastoral support for learners
- highly effective industrial updating.

Areas for improvement

- insufficient challenge in theory lessons
- cramped accommodation.

Achievement and standards

51. Achievement and standards are good. Success rates are significantly higher than the national average on many courses. Apprentice framework success rates at 82% are high for both college and sub-contracted provision. The timely success rate shows good improvement for the last three years.
52. Learners develop a good range of practical skills in college workshops and at work. Learners' portfolios contain much diverse evidence and are of a high standard. The college helps learners on full-time programmes progress well onto apprenticeships with local companies.

Quality of provision

53. Teaching and learning are good. Lessons are well planned and managed with clear links relating theory to practice. Practical lessons are good with many learners working individually on tasks with extension activities available when required. A minority of theory lessons lack challenge and pace, use a limited range of strategies, with little checking of understanding or reinforcement of the topic. Some learners on successful completion of their units are not encouraged to extend their learning or progress onto other elements of the course and do not attend until the group catch up.

54. Assessment and workplace reviews are satisfactory. Monitoring of progress is effective; learners are monitored on a weekly basis against all elements of their college work and apprentice framework. Key skills are delivered and assessed effectively by specialist tutors using curriculum based tasks, naturally occurring evidence gained in the workshops or the apprentices' work places.
55. Guidance and support are good. Tutors support identified needs quickly. Learners value highly the support they receive from all staff in theory and practical lessons and they praised particularly the effectiveness of the additional support programme.
56. The range of provision is good. Progression to college courses from the entry to employment (E2E) programme with 30 learners is good at 83%. Of the 45 learners on 14 to 16 programmes, 80% progressed onto college courses.

Leadership and management

57. Leadership and management are good. Communication between the team leader and all staff is effective. Staff hold appropriate trade and internal verification awards and take part in a highly effective annual industrial updating week in local companies. Internal verification takes place across all aspects of provision to a good standard. Accommodation is cramped, teaching rooms are too small and poorly equipped, and portable units are used for some theory and practical lessons. Course reviews inform self-assessment which reflects the strengths and areas for improvement in the area well.

Hair and beauty therapies

Satisfactory: Grade 3

Context

58. The college offers courses in hairdressing and beauty therapy. There are 171 full-time and 102 part-time learners. Of the 57% of learners aged 16 to 18 less than 1% of learners are male. Full-time courses in hairdressing and beauty therapy are available at levels 1 to 3. Part-time courses include hairdressing level 2 and 3 and beauty therapy at level 2. There are 40 apprentices undertaking hairdressing training. Around 150 local school pupils aged 14 to 16 study hairdressing or beauty therapy at level 1.

Strengths

- high success rates on NVQ level 2 hairdressing
- high standards of work
- good academic and pastoral support for learners
- good provision for learners aged 14 to 16.

Areas for improvement

- ineffective assessment planning in hairdressing
- insufficiently detailed target setting
- too few clients to meet training and assessment needs

Achievement and standards

59. Achievement and standards are satisfactory. Success rates on the level 2 hairdressing programme have improved over two years to above the national average and college data indicate level 1 success rates are high. There has been a decline in the success rates on beauty therapy programmes, but they are broadly in line with national averages. Success rates on level 3 hairdressing have been low for three years.

60. The standard of learners' work is high. Information learning technology (ILT) is used effectively in assignments and learners develop good vocational and professional skills. College data indicate that learners make good progress on level 1 courses compared to their prior attainment with over half the learners aged 14 to 16 progressing to college courses. Attendance is satisfactory.

Quality of provision

61. Teaching and learning are satisfactory. Teachers have appropriate occupational skills and sound knowledge. In the best lessons, a variety of activities are used, learners are challenged to achieve their best and are actively involved. There are good links between practical skills and theory and teachers make useful references to commercial practice. In the less effective lessons, teachers do not plan extension tasks to stretch learning and some learners do not participate actively. Preferred styles of learning are identified but this information is not always used in lesson planning.

62. Guidance and support are good. Teachers provide excellent one-to-one guidance in practical lessons. Teachers demonstrate strong classroom management, with boundaries for behaviour clearly established. Praise and encouragement are used well to motivate and reward learners.
63. The range of provision is good. Learners aged 14 to 16 are well supported and are able to participate in taster lessons prior to starting at the college. Co-ordination between the college and schools is effective. Learners' behaviour is also good.
64. Assessment planning in hairdressing is ineffective. Practical assessments take place much later than written tests and learners are not able to relate the two effectively. There is insufficient planning and tracking of assessment and learners do not always know what they need to do to complete. Unit accreditation on apprenticeship training programmes is not timely and full unit completion is slow.

Leadership and management

65. Leadership and management are satisfactory. Teamwork is good and morale is high. There are too few clients to meet the training and assessment needs of learners. The SAR is largely accurate; however, there is inadequate monitoring of curriculum performance.

Hospitality and catering

Satisfactory: Grade 3

Context

66. The college offers full- and part-time courses in food preparation and cooking, pastry, food hygiene and food and drink service. At the time of inspection, there were 85 learners aged 16 to 18 and 30 adults on full-time programmes, with four learners aged 16 to 18 and 14 adults on part-time day release programmes. There is substantial provision for learners aged 14 to 16. There are good progression routes from levels 1 to 4. The area has also expanded its provision in short courses to meet employer needs.

Strengths

- high success rates on NVQ level 2 food and drink service
- good teaching and learning in practical skills
- wide range of provision which meets learners' and employers' needs
- well managed and successful provision for learners aged 14 to 16.

Areas for improvement

- low success rates on NVQ level 3 food preparation
- insufficient assessment planning and monitoring of individual progress
- some inadequate accommodation and out-dated large equipment
- insufficiently critical self-assessment.

Achievement and standards

67. Achievement and standards are satisfactory. Success rates on the level 2 food and drink service programme are high compared to national averages. However, college data show the success rate on the full-time level 3 food preparation programme in 2006/07 was low, with pass rates over the past two years below national averages. The standard of learners' practical work is high and learners develop good practical and professional skills. They are able to produce a range of food products to high standards and the level of customer care is good in food service.

Quality of provision

68. The quality of the provision is satisfactory. Teaching and learning are satisfactory. Lessons are generally well planned with a range of interesting activities. Learners participate enthusiastically and many make good progress. Learners develop a range of skills and competencies in effective realistic working environments. In the less successful theory lessons there is a lack of challenge for the most able and the use of questioning is sometimes poor. Teachers in these lessons fail to check sufficiently whether learners understand.
69. Assessment practices are ineffective. There are insufficient assessment opportunities during learners' programmes. Learners are not always clear what they need to do to improve and/or which units they need to complete.

Target setting in individual learning plans is not consistently clear, precise or challenging. Monitoring of learners' progress is insufficiently detailed.

70. The wide range of programmes meets the needs and interests of learners and employers well. Good opportunities exist for learners to progress from level 1 to 4 and for participation in work experience and competitions. Short courses meet local employers' needs well.
71. Guidance and support for learners are satisfactory. Learners value the support they receive from teachers, co-educators and learning mentors in theory and practical lessons. However, the support does not always enable learners to develop skills independently. Additional learning support lacks focus on key skills and there has been no evaluation of the impact of this support.

Leadership and management

72. Leadership and management are satisfactory. Improvements have been made to curriculum planning and organisation. There is good liaison with schools. Most staff have appropriate qualifications and occupational experience. There has recently been significant staff development and all staff update their industrial standards annually.
73. Self-assessment is insufficiently rigorous and fails to identify key weaknesses. Analysis of success rates does not inform improvement plans and staff are not always involved in the setting of improvement targets. There is some inadequate accommodation which is cramped. The equipment in some kitchens is outdated.

Preparation for life and work

Good: Grade 2

Context

74. The college offers provision in English as a second language (ESOL), literacy and numeracy, entry to employment (E2E) from entry level to level 2, key skills and additional support across the college. Learners can work towards accredited awards in key skills, literacy, numeracy, ESOL and life skills. Over a thousand learners aged 16 to 19 undertake key skills, whilst approximately 170 adults attend part-time skills for life courses. There are 88 learners aged 16 to 19 on E2E programmes working across 10 vocational areas. Learners with learning difficulties and/or disabilities follow programmes in two discrete areas from pre-entry level to level 1. Of the 72 learners on these courses, 65 are full time aged 16 to 19 and 12 are adults.

Strengths

- high success rates
- good progress by learners in relation to their prior attainment
- good curriculum development
- very effective support for learners to build confidence and motivation.

Areas for improvement

- insufficient planning to meet the individual needs of learners in lessons
- insufficiently critical self-assessment
- poor accommodation.

Achievement and standards

75. Achievement and standards are good. Overall success rates are good and learners make good progress in relation to their previous attainment levels. They develop good vocational and work related skills. Learners on E2E courses achieve well with the vast majority progressing onto higher level vocational courses. Learners with learning disabilities and/or difficulties (LDD), make good progress against their individual learning targets. Adult ESOL learners progress satisfactorily on entry level and level 1 programmes. Success rates on level 2 programmes in literacy and numeracy are well below national rates. Learners' standard of work is satisfactory.

Quality of provision

76. The quality of provision is good. Teaching is satisfactory. In most lessons, learners are enthusiastic, motivated and develop and practise new skills well. Initial assessment is used effectively to identify targets for learners within LDD and vocational access programmes. Assessment information does not always fully inform learners' targets or lesson plans. In less effective lessons, learners have few opportunities to develop independent learning. Tutors do not plan sufficiently to address individual needs.

77. The range of courses is good and meets the needs of learners well. Learners have good opportunities to develop their basic skills within a variety of different vocational learning contexts. E2E learners progress successfully between programmes and LDD learners have good opportunities to move from entry level onto the NVQ level 1 programme and work experience. The college has good links with local schools and other organisations.
78. Guidance and support for learners are good. Co-educators and learning mentors provide very effective support to build learners' confidence and motivation in key skills and E2E provision. Attendance is well monitored and learners' personal problems are addressed promptly. There are good links with external agencies.

Leadership and management

79. Leadership and management are satisfactory. Curriculum development is good and has resulted in very effective recruitment from the local community. Team leaders engage successfully with schools and employers and respond to local needs well. The promotion of equal opportunities is good. The SAR is broadly accurate but not sufficiently critical in identifying areas for improvement. The monitoring of provision is underdeveloped. There is poor accommodation for learners within this area.

Learners' achievements

Table 1

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

Notional Level	16-18					19+			
	Exp End Year	Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
1 Long	04-05	466	64	65	-1	906	51	62	-11
	05-06	740	64	69	-5	933	60	65	-5
	06-07	468	75			408	63		
GNVQs	04-05	15	53	68	-15	...	...	...	...
	05-06	23	74	72	2	3	100	...	...
	06-07	...	...			...	...
NVQs	04-05	93	78	68	10	9	56	66	-10
	05-06	123	72	72	0	41	63	74	-11
	06-07	107	76			2	100		
Other	04-05	358	61	64	-3	897	51	62	-11
	05-06	594	62	69	-7	889	59	65	-6
	06-07	361	75			406	63		

Table 2

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

Notional Level	16-18					19+			
	Exp End Year	Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
2 Long	04-05	551	53	61	-8	687	52	60	-8
	05-06	506	64	66	-2	904	66	66	0
	06-07	519	71			558	69		
GCSEs	04-05	60	53	64	-11	81	53	63	-10
	05-06	30	60	68	-8	33	85	67	18
	06-07	21	86			16	81		
GNVQs	04-05	55	56	67	-11	62	42	75	-33
	05-06	42	86	69	17	5	40	68	-28
	06-07	...	...			...	...
NVQs	04-05	216	44	57	-13	150	44	60	-16
	05-06	183	67	65	2	342	57	67	-10
	06-07	136	77			221	71		
Other	04-05	220	62	61	1	394	57	59	-2
	05-06	251	59	66	-7	524	71	65	6
	06-07	362	67			321	65		

Table 3

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

Notional Level	16-18					19+			
	Exp End Year	Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
3 Long	04-05	459	63	68	-5	364	61	58	3
	05-06	465	68	70	-2	469	62	63	-1
	06-07	337	69			415	66		
A/A2 Levels	04-05	40	70	86	-16	29	48	69	-21
	05-06	11	55	87	-32	22	45	72	-27
	06-07	2	50			14	64		
AS Levels	04-05	82	56	66	-10	34	65	52	13
	05-06	28	86	67	19	40	53	55	-2
	06-07	17	76			27	59		
GNVQs	04-05	151	67	61	6	27	74	54	20
	05-06	36	56	66	-10	10	80	57	23
	06-07	30	70			5	80		
NVQs	04-05	24	83	63	20	77	66	56	10
	05-06	45	84	71	13	137	64	63	1
	06-07	31	74			118	67		
Other	04-05	162	59	60	-1	197	59	59	0
	05-06	345	67	65	2	260	63	64	-1
	06-07	257	68			251	66		

Table 4

Success rates on work-based learning programmes managed by the college 2005 to 2007.

Programme	End Year	Success Rate	No, of learners *	College NVQ rate **	National NVQ rate **	College framework rate **	National framework rate **
Advanced Apprenticeships	03/04	overall	16	63	48	56	31
		timely	15	20	30	20	19
	04/05	overall	10	70	48	50	34
		timely	10	60	31	40	21
	05/06	overall	12	75	54	42	44
		timely	13	46	34	31	27
	06/07	overall	17	47	64	43	56
		timely	17	29	41	18	35
Apprenticeships	03/04	overall	34	62	47	53	32
		timely	15	27	24	27	16
	04/05	overall	66	58	50	48	38
		timely	75	36	29	29	22
	05/06	overall	83	63	58	53	53
		timely	80	43	38	35	33
	06/07	overall	91	64	65	60	60
		timely	88	49	45	47	42

* 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'

*** Adult training (long courses) includes 'Train to Gain' provision, but not 'Skills for Life'

Table 5

Outcomes on Entry to Employment (E2E) programmes managed by the college 2005 to 2007.

Year	Number of starts in year	Achieved Objectives *	Progression **	Still in learning
04/05	36	30	75%	
05/06	60	40	72%	
06/07	81	73	90%	

* These are key objectives identified for each learner following an E2E programme

** Progression is measured in terms learners' movement to further education, education and employment, during or at the end of their training period

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.