

# Askham Bryan College

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); and the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits; and data on learners and their achievements over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: equine studies, animal management, horticulture and provision for learners with learning difficulties and disabilities.

## Description of the provider

1. Askham Bryan College is a specialist land-based college offering further and higher education courses. The main campus is three miles east of York and there are outreach delivery centres in Harrogate, Bedale, Pickering, Thirsk and Guisborough. The college also operates land-based centres in partnership with colleges in Middlesbrough, Scarborough, and Malton.
2. The main campus is set in extensive grounds which include the college's 404 hectare farm, horticulture, animal management and equine units, woodlands and sports facilities. Recent campus improvements have included a purpose built equestrian centre, a new dairy building, a purpose built veterinary nursing unit, and new student accommodation.
3. The college provides full-time, part-time, short courses, and work-based learning programmes. Almost all full-time provision is in the land-based area of learning. Courses are offered from foundation to advanced level in a range of subjects including animal management, engineering, equine, food and farming, horticulture, and rural and community development. Work-based learning programmes are available, mainly in agriculture and horticulture. Full- and part-time courses are offered for students with learning difficulties and/or disabilities. The college gained Centre of Vocational Excellence (CoVE) status for food chain technology in 2005 and for tourism in 2006.
4. In 2005/06, the college had 3,877 students, of whom 713 studied on full-time courses. Of full-time enrolments, 22% were adults while the rest were aged 16-18. Approximately two thirds of part-time students were adults. The minority ethnic population in the York area is low, at just over 2%, and the number of students from minority ethnic backgrounds is also very low. The college recruits from a wide area of north Yorkshire, including both rural and urban areas; economic performance ranges from relatively prosperous to deprived.
5. The college's mission is 'to be the College of choice for land-based learning and skills for rural Yorkshire and the North East'.

## Summary of grades awarded

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

### Sector subject areas

Equine studies	Satisfactory: Grade 3
Animal management	Satisfactory: Grade 3
Horticulture	Satisfactory: Grade 3
Provision for learners with learning difficulties and disabilities	Satisfactory: Grade 3

## Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. Achievement and standards are satisfactory. Success rates have improved significantly over the last year, mostly to around the national average. Long course success rates for 16-18 year olds at levels 1 and 2 have improved steadily over the last three years and are now just above the 2005/06 national average. At level 3, the success rate is just below the latest national average. For adults, performance at level 1 has consistently been very good and success rates at levels 2 and 3 have now risen to above the 2005/06 national average. Short course success rates are satisfactory. The achievements of learners aged 14-16 on accredited programmes are good. Pass rates are generally at or above national average. However key skills success rates are low.
7. Teaching and learning are satisfactory. Teachers deal with health and safety issues well; there are some well designed practical activities and good links between theory and practice. However, there is too little good teaching and little use of information technology. In many classes the more able students are insufficiently challenged. Observations of teaching and learning (OTL) are now well established but lack rigour and have had little impact on standards of teaching. In recent months the OTL system has been changed to improve the rigour of judgements.
8. The college responds well to the needs of community and industry. It offers a very good range of courses, including many at outreach centres which cover a wide area of Yorkshire. It is an active partner in projects to widen participation and enable school pupils to benefit from college facilities and expertise. Most courses are offered on a full and part time basis. Provision for work-based learning is substantial. A large number of short courses for industry are offered through the college's business unit. Education and social inclusion is good. Enrichment is satisfactory.
9. Support for students is satisfactory. They receive accurate pre-course advice and good pastoral support once they are on their course. Initial assessment is good, but results are not always used in target setting for students. College procedures for monitoring students' progress are not implemented consistently. Learners with poor literacy and numeracy skills are well supported by learning support assistants on courses up to level 1, but on higher level courses support is less effective. There is insufficient awareness of the needs of dyslexic students in some areas.
10. Leadership and management are satisfactory. The college is clear about its role and mission. Managers have taken effective action to improve success rates. The college is very successful in developing and managing partnerships with a wide range of other organisations. It has developed good specialist facilities and teaching resources. However, quality assurance is not sufficiently effective in bringing about improvements in some areas.

Financial management is weak. The governors' oversight of college performance is insufficiently rigorous.

### Capacity to improve

Satisfactory: Grade 3

11. The college's capacity to improve is satisfactory. After a period of instability and a decline in performance, success rates improved significantly in 2006/07. The management of work-based learning is now satisfactory. The college meets its recruitment targets and is responsive to national and local needs. Since the last inspection there have been considerable improvements in practical teaching facilities, but some teaching accommodation remains poor. No provision is inadequate, although the quality of teaching has not improved since the last inspection. Pastoral support for students is good, but the effectiveness of academic support is inconsistent. Governors have not exercised sufficient oversight of the college's performance in financial and academic areas. Financial management is poor. The college has been in a weak financial condition for several years and has not developed an effective plan to address this.
12. Self-assessment covers all parts of college operations but is insufficiently rigorous. The self-assessment report (SAR) is informative, evaluative and contains evidence to support judgements. A number of strengths are accurate but some are overstated and some are no more than normal practice. Inspectors found further areas for improvement not recorded in the report and graded all curriculum areas at a lower level than the SAR. The college quality assurance processes have not been effective in bringing about improvements to provision in some areas. However, they have recently been revised to improve their effectiveness.

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

13. The college has made satisfactory progress since the last inspection. It has strengthened its position as a regional land-based sector provider and increased student numbers. Actions taken in the last year have been successful in reversing the significant decline in student performance. Retention is much improved and the management of work-based learning is now satisfactory. Use of data has improved and is satisfactory. However, there has been insufficient progress in improving the quality of teaching, the use of initial assessment and in implementing 'Skills for Life' strategies. Self-assessment is now more rigorous and identifies key weaknesses; however the report generally over-grades provision.

## Key strengths

- significant improvements in retention and success rates
- effective partnerships to widen participation
- good links with industry bodies and employers
- good pastoral support for students
- good range of provision
- good specialist resources.

## Areas for improvement

*The college should address:*

- weak financial management
- ineffective governance
- low success rates on key skills courses
- insufficient challenge for more able students
- the effectiveness of lesson observations in improving provision
- underdeveloped target setting and use of individual learning plans.



## Main findings

### Achievement and standards

Satisfactory: Grade 3

14. Achievement and standards are satisfactory. The college self-assessment judged them to be good. Success rates on long courses declined significantly after the last inspection and were well below national averages in 2004/05 for all ages and levels except adult level 1 students. Since then success rates have improved, particularly in 2006/07, and are now at or above the national averages for specialist colleges in 2005/06. On work-based programmes, overall success rates were very low but have also improved. Framework success rates for apprentices are now satisfactory, but those for advanced apprentices remain low. Short course success rates are satisfactory. Key skills success rates have improved but remain very low, especially at level 2.
15. Success rates for students aged 16-18 at levels 1 and 2 are satisfactory at just above the 2005/06 national average, while the level 3 success rate is just below. For adults, performance at level 1 has been consistently very good and rose to 90% in 2006/07, significantly above the national average for 2005/06. At levels 2 and 3 adult success rates have now risen to above the 2005/06 average.
16. Pass rates are satisfactory. In 2006/07, they improved at all levels to around the latest national averages for students aged 16-18 on long courses. Adult pass rates have been consistently above national pass rates at all levels over the last three years.
17. Retention rates have improved over the last three years and are now satisfactory. For 16-18 year olds on level 2 courses retention is now good, while at levels 1 and 3 they are close to the latest national average. For adult students, retention is good at level 1 but remains unsatisfactory at level 2, though it has improved. At level 3 the rate is around the latest national average and is satisfactory. The achievements of learners aged 14-16 on accredited programmes are good.
18. Standards of students' work are satisfactory overall. However on some courses, particularly at level 3, teacher expectations are too low and the work offers insufficient challenge to more able students. Practical work is good in horticulture and animal care courses. Students' attendance at lessons has improved and now meets the college target of 85%.

### Quality of provision

Satisfactory: Grade 3

19. The quality of provision is satisfactory. Inspectors agreed with the college's own self assessment in judging that teaching and learning are satisfactory in all sector subject areas inspected.

20. Teaching and learning are satisfactory. Much practical teaching is good, particularly in animal care and in preparation for life and work. Teachers make good use of the college's practical facilities and resources, which closely match industry standards in many areas. There is very little unsatisfactory teaching but some of the weaknesses identified in the last inspection have not been fully addressed. Teachers make little use of information and learning technology (ILT) or innovative methods to stimulate and engage students. Not enough teachers use initial assessment results to plan interesting and challenging learning experiences that meet individual learner needs. More able learners are not provided with sufficient challenge to enhance their knowledge or develop their skills. In many classes teachers control the pace of learning rather than encouraging individual students to progress as far as possible.
21. The college has developed its programme of observations of teaching and learning (OTL) to improve quality but inspectors found that observers often overestimate the quality of lessons and are too generous in their grading. The observation system has not secured significant improvement in teaching and learning. The college has recognised this and recently implemented improvements to enhance rigour, which will be implemented in the current academic year.
22. Assessment practice is satisfactory. Assessment decisions are generally fair and accurate. Students receive timely written feedback in line with college policy. Assessment planning is carried out at programme level to provide a reasonable workload throughout the year. Progress reporting is effective and communication between the college and parents of students age 16-18 is good.
23. The college offers a good range of courses which meet the training and skills needs of the local and regional land-based industry. Courses are offered at 12 outreach centres across Yorkshire and the Tees Valley, and at the main campus. Most courses are offered by full- or part-time attendance. There is substantial work-based training provision. Most students gain a good variety of additional qualifications which enhance their employability. Full-time students have access to a good range of work placements. Students' progress to higher education (HE), employment or further education (FE) is good. A satisfactory range of enrichment activities takes place at all centres.
24. A good range of short courses is offered. Many employers have long established and well developed relationship with the college. The college has been active in forming partnerships with a significant number of schools and employers. Approximately 300 school pupils studied on college courses in 2006/07 and achieved good results.
25. Pastoral support is good. Students feel safe on campus and appreciate the personal support they receive from staff. Monitoring of attendance and punctuality is satisfactory. Arrangements to report students' performance to parents and employers are good. Students receive satisfactory pre-course information and careers advice. Monitoring of work-based students' progress

has improved and is satisfactory. Provision for students who need literacy and numeracy support is satisfactory overall, though less good for students on higher level courses where learning support assistants are not generally available. Support for students with dyslexia is not always adequate. Some teachers lack awareness of the difficulties experienced by these students. Students on programmes for learners with learning difficulties and disabilities are well supported and make satisfactory progress.

26. Tutorials are satisfactory overall. Students value the opportunity to discuss their progress with tutors. Learners who are at risk of withdrawing from the course are given extra support and in many cases this is effective in helping them continue and succeed. Initial assessment is satisfactory but the results are not always used effectively to plan individuals' learning. Progress reviews are held regularly but do not always set sufficiently clear, specific and challenging targets for students.

Leadership and management

Satisfactory: Grade 3

*Equality of opportunity*

*Satisfactory: Grade 3*

27. Leadership and management are satisfactory. The college has a clear vision of its role as a regional centre of excellence for the land-based industries and this strategic vision has been maintained by the very recently appointed principal. There are good partnerships with schools, industry bodies and local authorities. Senior managers are active in regional and local partnerships. The CoVE in food chain technology has developed a good range of short courses for industry.
28. The college has successfully developed and implemented a range of measures to improve retention and success rates. Since 2003/04, improvements have been implemented in curriculum management, progress monitoring and student support, and results have improved considerably.
29. Resources for teaching, learning and accommodation are good. Since 2003 the college has developed its specialist facilities and residential accommodation. Health and safety is satisfactory. Students' awareness of health and safety is regularly reinforced, both in the college and at the workplace.
30. The college's financial management is poor. This is recognised in its most recent self-assessment. For the last four years the college has been in a weak financial position but no effective recovery plan has been developed. There are weaknesses in budgeting and cost control. Internal budget allocations are not transparent.
31. Governance is unsatisfactory. Governors have been slow to secure improvements in both educational and financial performance. However, governors are highly committed to raising the profile of the college and are

- actively involved in strategic planning and setting targets. A training programme for governors, including new governors, is in place.
32. Quality assurance processes are thorough but have not produced improvements in all areas. Action to address identified weaknesses, for example poor compliance with college systems such as individual learning plans, has been slow. Observation of teaching and learning is well developed, but over generous grading reduces its effectiveness in bringing about improvements. Management information has improved and is now used satisfactorily to monitor performance.
  33. The college provides satisfactory value for money. There are successful processes for improving retention and providing support and guidance to students. Success rates have improved to national average levels or above. A high proportion of students go on to relevant employment or further study.
  34. Askham Bryan College's approach to equality of opportunity is satisfactory. The college works closely with many schools to widen participation. The wide range of courses at level 1 enables access for students with few previous qualifications. Students of all ages can access provision at outreach centres throughout Yorkshire. The college is committed to maintaining these centres despite their relatively high costs. The residential accommodation enables students who live further away to access the provision.
  35. Askham Bryan College has an equal opportunities committee and an active working group to implement actions. The college meets the requirements of recent anti-discrimination and child protection legislation. However, not all action plans are routinely monitored by governors. All staff have attended equality and diversity training since the previous inspection. Specialist training is available for staff who teach students with disabilities. For example, engineering tutors who will be teaching a profoundly deaf learner have received specialist training. However, support for dyslexic students remains weak in some areas.
  36. The induction programme provides students with a sound understanding of their rights and responsibilities. However, this knowledge is not sufficiently enhanced during training or reviews. Students' awareness of equality of opportunity issues is satisfactory. Arrangements to provide literacy, numeracy and language support are satisfactory, though not consistent in all areas. There are policies on equality, dignity, harassment and bullying which are well publicised to staff and students.

## Sector subject area

Equine studies

Satisfactory: Grade 3

## Context

37. Full-time courses from levels 1 to 3 are offered, as well as a range of short courses, including for British Horse Society qualifications. Additional qualifications include an equine health and safety course, and riding and road safety. Approximately 56 students are on level 3 full-time courses, 21 on level 2 and 8 on level 1. Almost all are aged 16-18 years old and female.

## Strengths

- high success rates on level 3 courses in 2006/07
- successful actions to improve retention
- good pastoral support.

## Areas for improvement

- low success rates on key skills at level 2
- lack of challenge in teaching and learning for more able students
- insufficient assessment of practical yard work
- insufficient use of information and learning technology.

## Achievement and standards

38. Achievement and standards are satisfactory. Success rates have risen over the last three years, from a low base, mainly because far fewer students leave before the end of their courses. In 2006/07, success rates on level 3 courses were high. Overall, success rates on the first diploma course were average, although students studying at Middlesbrough achieved much better than average results. Success rates on NVQ in horse care are satisfactory. Achievement of key skills qualifications at level 1 has improved and is satisfactory. However, achievement at level 2 is low, especially in information technology (IT). Students work diligently, gaining useful practical equestrian skills.

## Quality of provision

39. The quality of provision is satisfactory, as are teaching and learning. Lessons are safe and largely enjoyable, although the level of challenge for more able students is insufficient. Teachers plan adequately and use an increasingly wide variety of teaching methods. In many lessons, teachers encourage learner involvement, especially drawing on their equine experience to develop discussions. Initial assessment of vocational and academic skill is under used to inform teaching. Teachers' expectations of students' capability are often too low and they do not adapt their approaches or the tasks they

set to stretch more capable students. A minority of equitation lessons are slow to progress with too little emphasis on independent riding. Assessment is satisfactory overall. However, assessment of routine practical horse husbandry work, such as mucking out and grooming undertaken on the college stable yard or on work experience is insufficient.

40. Information and learning technology (ILT) is rarely used to good effect in lessons. The equine unit is poorly resourced in this respect, with no computer at the stable yard. Horse records are held manually, in contrast to industry best practice, limiting opportunities for students to use ILT in their retrieval. Other technology, such as video recording of riding sessions, is underused. The range of provision is satisfactory. Plans are in place to increase the number of short courses to meet the needs of the local equestrian community. Pastoral support is good. Academic support is improving, especially through the use of target grades to motivate students. However, the quality of target setting remains weak.

#### Leadership and management

41. Curriculum management is satisfactory, with good teamwork and communication. Effective self-assessment identified actions needed to improve retention, which were implemented successfully in 2006/07. The team of horses and stable facilities are of good quality and are well used. Quality assurance is satisfactory with broadly accurate self assessment. Equality of opportunity is promoted well at induction but less effectively through the curriculum.

## Animal management

Satisfactory: Grade 3

### Context

42. The college has 331 students following full-time courses in animal management at levels 1 to 3 with progression available to HE. At the time of the inspection there were 126 studying at the York site, 98 students based at Middlesbrough centre, 65 based at Wakefield and 42 at Scarborough. The college is a Royal College of Veterinary Surgeons veterinary nursing approved centre (VNAC). There are 12 students following part-time veterinary nursing courses. Of the full-time students the large majority are aged 16-18; approximately 60% are studying at level 3. There are 98 pupils from 12 local schools participating in animal management programmes at various centres.

### Strengths

- high success rates on first diploma in 2006/07
- effective partnerships with schools and college to widen participation
- effective communication and sharing of good practice between sites
- strong employer links.

### Areas for improvement

- low retention on national diploma in animal management
- insufficient challenge for level 3 students
- insufficient use of ILT
- low achievement of key skills at level 2.

### Achievement and standards

43. Success rates are satisfactory overall. First diploma success rates in 2006/07 improved significantly and were good at 90%. Retention on national diploma in animal management is below national average. Actions are in place to address this. Success rates on the veterinary nursing courses are below average. The standard of student written work is satisfactory; students undertake a variety of assignments but their practical skills are underdeveloped. There is insufficient use of animal care unit resources to develop practical skills. Achievement of key skills has improved at level 1 but is low at level 2. Students enjoy their studies and appreciate the support of vocationally experienced staff. There is good progression; over 70% of students progress to higher level courses or employment.

### Quality of provision

44. Teaching is satisfactory; lessons are planned with a variety of activity to engage students. There are some good links between theory and practise but much theory teaching is uninspiring. There is insufficient use of ILT in

teaching and learning and insufficient challenge for students on level 3 courses, both in classes and in the level of assessed work.

45. There is a satisfactory range of full-time and part-time courses. Animal management students are offered a range of additional awards. Through effective partnerships with other colleges, full-time courses are offered at four outreach centres. There are good links with schools in the development of courses for pupils aged 14-16. Tutors share teaching, learning and assessment resources across sites. Tutorial practice is inconsistent. There is good informal pastoral support for students but target setting and recording of tutorial outcomes lack rigour. There are good arrangements to support students with physical disability but little support for students with dyslexia in classes.

#### Leadership and management

46. Management of the curriculum is satisfactory. Teams work well together and communication across all sites is good. Schemes of work demonstrate satisfactory course planning, and monitoring of student progress is satisfactory. Effective action has improved success rates on the first diploma course. Retention issues on the national diploma course have not been fully addressed, and management of key skills is poor. Collaborative work with employers, including a local zoo, is good. There are generally good specialist resources but facilities for teaching dog and cat care are limited. The college self-assessment report had insufficient focus on the quality of teaching and some of the strengths were overstated.



## Horticulture

Satisfactory: Grade 3

### Context

47. The college offers full- and part-time courses in horticulture at levels 2 and 3, and an NVQ level 1 course. There are 45 full-time and 93 part-time students aged 16-18. Almost all of the 388 adult students are part-time. Approximately 133 work-based learning students are following apprenticeships and advanced apprenticeship training. School pupils follow a level 2 horticulture course.

### Strengths

- effective actions to improve success and retention rates on many courses in 2006/07
- good standards of practical work
- good practice in health and safety.

### Areas for improvement

- insufficient challenge for the more able students
- ineffective use of individual learning plans
- insufficient focus on improving teaching and learning
- aspects of self assessment which are ineffective.

### Achievement and standards

48. Achievement and standards are satisfactory. After a number of years of low success and retention rates, results improved significantly in 2006/07. Success rates and retention are now good on NVQ levels 2 and 3 amenity horticulture. Pass rates are high on the national diploma in horticulture and general certificate in horticulture. NVQ success rates for apprentices are good and satisfactory for advanced apprentices. However, success rates are poor on key skills courses and on the part time national certificate in horticulture. College data show that current retention rates on some two year courses are falling.
49. Standards of practical work are good. Teams from the college perform well in landscape construction national skills competitions. Attendance is satisfactory.

### Quality of provision

50. Teaching and learning are satisfactory. In the better lessons group work is productive, progress is monitored regularly and resources are used well. In some lessons theory is linked well to practice. In the weaker lessons there is insufficient challenge for the more able students. Most lesson plans have a limited range of activities to promote learning and check progress. The use of ILT is underdeveloped. Assessment is well planned and feedback on

assignments is satisfactory. In work-based learning too little evidence is obtained from work-based assessments and the range of evidence used in students' portfolios is too narrow.

51. The range of full- and part time programmes offered at levels 2 and 3 is good. Many are available at the college's outreach centres. There are good opportunities for students to take additional qualifications and participate in enrichment and community based activities. Strong links with local schools enable pupils aged 14-16 to follow a land-based qualification and attend taster days.
52. Students value the pastoral support provided by teachers. Learning support assistants give satisfactory support for the less able learners. There is ineffective use of individual learning plans; they are not completed early enough and targets do not challenge students. Progression rates from levels 2 to 3 and to HE are satisfactory.

### Leadership and management

53. Leadership and management are satisfactory. Recent actions, such as more thorough interview procedures and identification of 'at risk' students, have improved retention and success rates. Horticultural resources are good. Links with employers are good and there is a wide range of partnerships with commercial businesses.
54. Sharing of good practice is underdeveloped. There is insufficient focus on improving teaching and learning through appraisals, staff development and meetings.
55. Self-assessment is not yet effective in driving improvement. Not all teachers are involved. The 2006/07 SAR overstates strengths and misses some areas for improvement.
56. There is good access to horticulture courses for learners of all abilities, both at York and outreach centres. On most courses, equality of opportunity is promoted effectively but this is not always the case in work-based learning.

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

Satisfactory: Grade 3

### Context

57. The college offers full- and part-time courses for students with learning difficulties and/or disabilities. For full-time students there are two programmes. The entry level Options programme offers students aged 16-19 skills for working life and independent living skills. The level 1 introductory diploma in land and environment has options in agriculture/horticulture and animal/equine studies. There are 33 students on the full-time programmes. Around 150 part-time adult students are enrolled onto a range of courses, such as crafts, cookery, gardening and animal care.

### Strengths

- successful development of students' confidence and teamworking skills
- good promotion of health and safety awareness
- effective use of practical activities to aid learning
- good range of part-time programmes
- good personal support for students.

### Areas for improvement

- limited progress of full-time students
- insufficient level of challenge in some lessons
- underdeveloped target setting in individual learning plans
- lack of employer-based work placements
- insufficient numbers of staff with specialist qualifications.

### Achievement and standards

58. Achievement and standards are satisfactory. Students develop confidence and their ability to work in teams. They listen well to each other and help each other in lessons. They show good understanding of health and safety within the activities they undertake. Achievement of external accreditation is satisfactory overall. Most part-time students acquire external certification for their work. On the full-time programmes, the number of students achieving the certificate in skills for working life was low in 2005/06 but improved to above national average in 2006/07. Students who completed the level 1 course achieved well in 2006/07 but retention was below average. Success rates on literacy and numeracy qualifications are satisfactory overall. Students on the full-time Options course are making limited progress. One learner progressed to the level 1 course in 2006/07. Some students are not achieving their full potential.

## Quality of provision

59. Teaching and learning are satisfactory. Practical activities are well designed to help students understand the topics they cover. However, in some lessons students spend too much time colouring or pasting without learning taking place. Students sometimes lose interest when lessons rely heavily on worksheets. Learning support staff give effective help to students in many lessons but sometimes do too much of the work for them. The extent to which programmes meet the needs of students is satisfactory overall. Part-time students benefit from a wide range of courses run at a number of outreach centres as well as at the main campus. The Options programme for full-time students is not sufficiently flexible to meet all needs. Targets set in individual learning programmes are too broad and do not focus sufficiently on individual potential. Students have the opportunity to undertake work placements within the college, but not on employer premises. Support and guidance are satisfactory. Students receive a good level of personal support. Links with parents and other organisations involved with students are well developed. Tutorials are satisfactory but review of learner progress is not sufficiently rigorous.

## Leadership and management

60. Leadership and management are satisfactory. Day to day management of the programmes and communication between staff on the main site and at outreach centres are good. Monitoring of performance is satisfactory. The self-assessment report did identify some areas for improvement but overstated strengths of the provision. Staff are not involved sufficiently in following up action plans arising out of self-assessment. Equality of opportunity is satisfactorily promoted. Resources to support learning are satisfactory overall, but the college is aware of the need for more staff to gain literacy and numeracy qualifications and specialist qualifications for working with students with learning difficulties.

## 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	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
1 Long	04-05	68	47	65	-18	509	80	62	18
	05-06	72	69	78	-9	538	78	64	14
	06-07	134	80	**		237	90	**	
GNVQ	04-05	...*	.*	...	...	.*	.*	...	...
	05-06	.*	.*	...	...	.*	.*	...	...
NVQs	04-05	13	38	60	-22	4	25	71	-46
	05-06	17	41	72	-31	20	25	62	-37
	06-07	25	76	**		28	68	**	
Other	04-05	55	49	66	-17	505	80	62	18
	05-06	55	78	78	0	518	80	64	16
	06-07	109	81	**		209	93	**	

\* denotes no enrolments

\*\* no national data available for comparison

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	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
2 Long	04-05	253	52	68	-16	406	50	62	-12
	05-06	266	62	73	-11	181	58	65	-7
	06-07	282	77	**		338	69	**	
GCSEs	04-05	40	48	...	...	7	43	**	...
	05-06	39	59	..**	...	7	86	**	...
	06-07	23	74	**		6	100	**	
GNVQs	04-05	40	30	73	-43	24	33	**	...
	05-06	17	88	**	...	13	62	**	...
	06-07	19	74	**		58	52	**	
NVQs	04-05	13	62	**	...	54	30	56	-26
	05-06	20	50	**	...	31	55	62	-7
	06-07	24	63	**		70	67	**	
Other	04-05	160	58	69	-11	321	55	63	-8
	05-06	190	62	75	-13	130	57	66	-9
	06-07	216	80	**		204	74	**	

\* denotes no enrolments

\*\* no national data available for comparison

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	Exp End Year	16-18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
3 Long	04-05	202	51	69	-18	305	43	57	-14
	05-06	185	64	74	-10	197	60	58	2
	06-07	191	72			144	67		
A/A2 Levels	04-05	..*	..*	...	...	..*	..*	...	...
	05-06	..*	..*	...	...	..*	..*	...	...
AS Levels	04-05	5	0	77	-77	1	0	...	...
	05-06	9	0	76	-76	...	...	...	...
GNVQs	04-05	0	0	...	...	3	33	...	...
	05-06	3	33	...	...	2	0	...	...
	06-07	2	0			2	0		
NVQs	04-05	..*	..*	...	...	38	34	50	-16
	05-06	1	0	...	...	24	38	46	-8
	06-07	2	0			29	48		
Other	04-05	187	55	68	-13	263	45	59	-14
	05-06	170	70	73	-3	171	64	61	3
	06-07	188	73			151	71		

\* denotes no enrolments

\*\* no national data available for comparison

Table 4

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

a) Overall success rate

End Year	Apprenticeship programme	Number of Learners*	College Framework Rate**	National rate**	College NVQ rate**	National rate**
2004/05	Apprenticeship	58	33	39	66	51
	Advanced	14	14	34	43	48
2005/06	Apprenticeship	95	35	52	55	58
	Advanced	23	4	44	52	53
2006/07***	Apprenticeship	97	59	54	81	65
	Advanced	17	29	56	65	64

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

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

\*\*\* College data – October 2007

## b) Timely success rate

End Year	Apprenticeship programme	Number of Learners	College Framework Rate**	National rate**	College NVQ rate**	National rate**
2004/05	Apprenticeship	105	16	22	33	29
	Advanced	25	8	22	24	31
2005/06	Apprenticeship	82	10	38	16	38
	Advanced	23	4	34	9	34
2006/07***	Apprenticeship	72	40	42	61	45
	Advanced	14	14	35	29	41

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

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

\*\*\* College data – October 2007