

# Woking 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) 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: science and mathematics; information and communication technology (ICT); visual and performing arts and media; and English for speakers of other languages (ESOL).

### Description of the provider

1. Woking College is a sixth form college established in 1977 to provide education for those aged 16 to 18 in the borough of Woking. Approximately 50% of learners aged 16 to 18 come from three local schools for learners aged 11 to 16. The college offers principally academic and vocational qualifications at advanced and intermediate level. It also provides community education for learners who are speakers of languages other than English. The college has an information technology learning centre in the

- community, an art studio in the new Lightbox gallery, and runs a football academy in cooperation with the local professional football club.
2. The college offers courses in 12 of the 15 sector subject areas, although provision in a number of areas is very small. The largest curriculum areas in the college are science and mathematics, visual and performing arts and media, languages, literature and culture, information and communication technology, and business, administration and law.
  3. The number of learners has increased significantly since the last inspection. In 2006/07, there were a total of 1,369 learners, of whom 53% were aged 16 to 18. Of these, 94% were studying full time; the vast majority on level 3 courses. Most adult learners are part time, and enrolled on courses at levels 1 or 2. A third of learners aged 16 to 18 were in receipt of educational maintenance allowance.
  4. Woking's minority ethnic population is 9% and it has the largest Pakistani population in the south east after Slough. Woking includes one of Surrey's only areas of deprivation. The minority ethnic population of the college is 23% in 2007/08, an increase from 21% in 2006/07. Unemployment in Surrey is the lowest in the south east and is almost half the national average.
  5. The college's mission is 'to equip students with the required skills, knowledge and opportunities to achieve their full potential and best possible qualifications; to provide a stimulating, supportive and inclusive learning environment in which individual learning needs are met and to provide current and future students with high quality staff, accommodation and resources.'

## 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	Good: Grade 2
Leadership and management	Good: Grade 2
<i>Equality of opportunity</i>	<i>Good: Contributory grade 2</i>

### Sector subject areas

Science and mathematics	Satisfactory: Grade 3
Information and communication technology	Satisfactory: Grade 3
Visual and performing arts and media	Good: Grade 2
English for speakers of other languages (ESOL)	Good: Grade 2

## Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. Woking is a satisfactory college. It is an inclusive learning community and learners enjoy their studies. Provision for learners aged 16 to 18 has grown since the last inspection. Achievement and standards are satisfactory and success rates continue to improve on many programmes. Most learners make good progress and many achieve well in comparison with their starting points. However, on a significant minority of AS and A level courses, learners' progress is slower and the number achieving high grades is below the national average. Learners develop a wide range of skills including creative and social skills.
7. Teaching and learning are good. Relationships between teachers and learners are productive. The best teaching and learning is creative and motivates learners to gain intellectual skills and new knowledge. Information learning technology (ILT) is effectively used and displays of learners' work encourage high standards. Assessment information is not used sufficiently to plan learning and support to meet individual learner's needs. The most able learners are not always challenged enough and arrangements to support numeracy and literacy needs are inadequate.
8. The college's approach to meeting the needs and interests of learners is satisfactory. It is increasingly focusing its range of courses to meet the needs of learners aged 16 to 18 on level 3 courses. The college has productive links with a wide range of partners but those with employers are underdeveloped. There is a wide range of enrichment activities although take-up and attendance are low on some recreational programmes.
9. The college's approach to social and educational inclusion is good. There is an ethos of mutual respect and there are a high number of learners from minority ethnic backgrounds. A good ESOL programme meets the needs of the local adult community.
10. Guidance and support for learners are good. The range of services to support learners' academic and pastoral needs is comprehensive. Assessment is thorough, learners' additional support needs are identified and those receiving support achieve well. Tutorial provision is satisfactory.
11. Leadership and management are good. Governors and the principal set a clear direction for the college and management is consultative and supportive. Communication is effective. Curriculum management is mostly good and data are generally accurate. The college provides a safe learning environment and the promotion of equality of opportunity is good. Overall the college provides good value for money. Success rates are at the national average but with an improving trend despite an increasing number and

more diverse range of students. The self-assessment grades largely concurred with those of inspectors for the areas inspected.

## Capacity to improve

Good: grade 2

12. The college has good capacity to improve. There is a strong focus on improving achievement and standards. Managers took a strategic decision to focus on value-added which has been successful as it has improved over the last four years and is good. Success rates overall have improved in the last three years in a context of increasing student numbers and lower average GCSE scores. There is a strong culture of respect and support for learners. Staff development is effective. Governance and financial management are good. Data are timely and mostly accurate. The self-assessment grades are largely accurate but the college does not systematically use a sufficiently wide range of performance indicators, now that it is a larger and more diverse college, to raise standards. The quality and use of targets in action plans varies.

## 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 in 2003. During a period of growth overall performance has continued to improve. Overall success rates and value-added measures indicate satisfactory achievement although there are variations across different curriculum areas and qualifications. Aspects of quality assurance have also improved. However, progress to address some weaknesses has been slow. Examples are, the arrangements to support the language, literacy and numeracy needs of learners in the absence of key skills provision and the quality of teaching to meet individual learning needs. The college's response to improving opportunities for work experience has been slow but this is now in place for learners from Spring 2008.

## Key strengths

- good achievement by learners on many courses in comparison with their starting point
- open and supportive leadership and management
- clear mission and strategic direction
- good approach to social and educational inclusion
- good financial and resources management
- learners' enjoyment of college and their standards of work.

## Areas for improvement

### *The college should address:*

- low success rates on level 1 for 16 to 18 year olds and on A level courses

- the low proportion of learners achieving high grades even though value-added is good
- the use of performance indicators to raise standards
- further development of teaching and learning to support individual learning needs
- weaknesses in the college's arrangements for judging the quality of teaching
- the rigour of self-assessment through the more effective use of data
- further engagement of employers.



## Main findings

### Achievement and standards

Satisfactory: Grade 3

14. Achievement and standards are satisfactory. Since the last inspection overall success rates have improved. In 2006/07 success rates continued to improve for learners aged 16 to 18 on AS courses to around the national average. However, success rates decreased to just below the national average on A level courses. The number of learners on level 1 and 2 programmes decreased in 2006/07. Success rates continued to improve for the learners on level 1 courses but remained below the national average. Success rates on level 2 programmes remain above the national average for 16 to 18 year olds although there was a significant decline in 2006/07. The proportion of students achieving grades A\* to C in GCSE English and mathematics declined and was low. In 2006/07 overall pass rates were just below the national average for all learners aged 16 to 18. Retention rates decreased in 2006/07 to just below the national average for all learners. Success rates were high on BTEC programmes. In 2006/07 success rates on part-time courses for adults were good.
15. Value-added is good. However, it is variable between subjects and the proportion of learners achieving high grades declined to well below the national average on many courses. Value-added data indicate that many learners on AS courses make good progress. Exceptional progress is made in AS performing arts and business. In a significant number of A level courses, learners make good progress, although overall pass rates have declined. Learners with lower attainment levels on entry tend to make the most progress. The college does not enter learners for key skills.
16. The college analyses the performance of different groups of learners but self-assessment reports for curriculum areas do not identify any variations as areas for improvement. Female learners generally achieve better than male learners. Success rates are significantly below the national average for Pakistani, Black African and other Black and minority ethnic learners at AS level. Learners who receive additional learning support achieve very well. Punctuality in some lessons is poor. In 2006/07 the overall attendance rate was very good at 93%.
17. Standards of work are good. In particular, high standards are achieved in performing arts, English and business studies. Learners develop good creative, practical and social skills. They behave very well and enjoy their studies. There is insufficient work experience to develop practical skills relevant to future employment. Learners gain a good understanding of health and safety. The college celebrates the achievement of learners including the achievement of external awards. Learners' work is displayed around the college to enhance the learning environment and to recognise their individual achievement.

## Quality of provision

Good: Grade 2

18. Teaching and learning are good. Learners are positive about their lessons and the relationship between teachers and learners is good. Lessons start punctually with an effective registration system that enables swift follow-up of absence. Learners work effectively with peers and teachers. In the best lessons, teachers recap on previous learning and provide a context for learning that is relevant and often rooted in contemporary culture. Teachers provide tasks that help learners to develop their creativity, to develop abstract thinking and gain new knowledge. ILT is well used across the college to support learning. Classrooms have engaging displays and are well resourced.
19. In weaker lessons, teachers fail to involve learners sufficiently and during evaluations at the end of lessons, learners are not involved in appraisal of their own learning. Since the last inspection the college has introduced new approaches to improve the variety and range of learning activities and match these more closely to the different abilities of learners. However, as acknowledged in self-assessment, differentiated activities including more challenge for learners are not sufficiently incorporated into lessons. Assessment information is not used sufficiently to influence the planning of learning.
20. The lesson observation process is well established but it is not sufficiently rigorous. The college does not adequately assess the overall quality of teaching and learning. Internal observations of lessons do not focus sufficiently on the quality of learning and written judgements often do not support the final grades awarded. Staff development following internal observations is good and includes clear themes, such as the need to improve questioning techniques in lessons. Learners' views are used appropriately to improve teaching and learning.
21. The college has a good moderation process complemented by an appropriate diagnostic marking and assessment schedule. However, best practice in assessment and feedback to learners is not followed consistently across the college.
22. The college has effective arrangements for assessing and providing for specific additional learning needs. Since the last inspection, progress to address the numeracy and literacy needs of learners has been slow. The integration of the functional skills of literacy and numeracy across the curriculum is at an early stage.
23. The college's approach to meeting the needs and interests of learners is satisfactory. The range of level 3 courses is good. There are also some courses at levels 1 and 2. Progression from level 2 to 3 and from A levels to higher education is satisfactory. There is a wide range of enrichment. In 2006/07 most first year learners participated successfully in the compulsory financial literacy course. Learners' achieve high standards in enrichment

- activities but participation and attendance are poor in those of a recreational nature.
24. Links with schools and employers are good in some curriculum areas but self-assessment recognises that these are not consistently developed across the college. The college works collaboratively with a wide range of partners. Collaboration with local schools has contributed to growth in the number of learners aged 16 to 18. The college coordinates the increased flexibility programme for pupils aged 14 to 16 from local schools but it does not make any direct provision. Links with employers are underdeveloped.
  25. The college's approach to educational and social inclusion is good. Around the college there is a positive ethos and culture of mutual respect. Marketing information is inclusive. Learners are happy, and appreciate the support of staff. Learners with low levels of prior attainment value the opportunities they are given to learn and progress. Learners feel safe. The number of learners from minority ethnic backgrounds is high and the college has developed a good ESOL programme to meet the needs of the local community. It provides appropriate prayer and meditation facilities for all denominations. Self-assessment recognises that it does not provide a sufficiently wide range of events to celebrate diversity.
  26. The quality of guidance and support is good. Self-assessment accurately identifies the effective range of information, advice and guidance. This includes strong links between learner services and the pastoral team who are developing a good range of activities to support the Every Child Matters agenda. The management of the education maintenance allowance is good. Communication between support services, curriculum areas, learners and parents is good. Progression events, career fairs and higher education support are promoted widely.
  27. Academic support is good. Subject teachers provide extra workshops at lunchtimes, revision sessions, and promptly return marked homework. The 'at risk' system is effective and learners value the additional, informal individual meetings with subject teachers. The group tutorial programme includes an appropriate range of relevant topics and learners' progress is reviewed regularly. However, the quality and use of individual learning plans are variable. Targets set for individual learners are not sufficiently specific or challenging and actions to achieve them are not always clear. Group tutorials are often uninspiring and learners report that they do not value the sessions and would like to spend their time more fruitfully.
  28. Provision for learners with learning difficulties and/or disabilities is good. However, the college has not been able to meet the current increase in demand for language, literacy and numeracy support and the provision of support is not timely.

## Leadership and management

Good: Grade 2

*Contributory grades:**Equality of opportunity**Good: Contributory Grade 2*

29. Leadership and management are good. The principal and governors provide a clear strategic direction and the college's mission determines three strategic objectives for the college. A broad operating plan is used effectively to guide work during the year. Management at all levels is open, participative and supportive. Curriculum management is mostly good. The college is small and communications between managers and staff are easy and effective. Many processes are informal. Managers have improved overall success rates in a climate of growing numbers of students with declining GCSE average scores on entry. Value-added is good.
30. Governance is good. Clerking arrangements are effective. Governors set the mission, direction, and educational character for the college. They receive regular reports on college performance and monitor the progress of the college well. Currently there are no governors from a minority ethnic background.
31. The college's response to equality of opportunity is good. Equality and diversity issues are promoted well. The college meets its requirements under the amended race, equality and disability legislation and the Children Act 2004. Child protection procedures are satisfactory, although members of the corporation have not received formal training in child protection matters. The college has developed a range of policies to support equality and diversity. Impact assessments have been carried out on three key policies but the impact assessment of the race policy has not yet been completed. Equality and diversity are integrated appropriately into the curriculum. The college analyses the performance of learners by age, gender, ethnic background and disability but these data are not used effectively. Access to all parts of the college for those in wheelchairs or with other mobility difficulties is good.
32. Data are timely and mostly accurate. Regular reports are produced and more are available on demand. In this growing college too few managers have access to management information on their computers.
33. The college has made satisfactory progress in addressing the weaknesses identified at the last inspection. For example, improvements can be seen in overall success rates and value-added which was poor at the last inspection for 16 to 18 year olds is now good. The college has stopped entering learners for key skills awards but alternative arrangements to meet the literacy and numeracy needs of a growing number of learners are not effective. The college has been slow to address weaknesses in some curriculum areas.

34. The arrangements to improve the quality of provision are sound. Arrangements to share good practice between different teams across the college are well developed and effective. A broad and popular programme of staff development is informed by appraisal, self-assessment and lesson observations. The self-assessment process is comprehensive. Inspectors largely agreed with the self-assessment grades for the areas inspected. However, the self-assessment process does not make use of a sufficiently wide range of performance indicators for this now larger and more diverse college. Quality improvement plans are well established and are monitored regularly. However, targets or success criteria in action plans are not always precise.
35. Financial management is good. Budget holders receive appropriate training and support to manage budgets effectively. Curriculum planning is sound, and makes effective use of information on resources. Staffing and other costs are controlled well. Facilities for staff and students are generally satisfactory and sometimes good. The college provides good value for money.

## Sector subject areas

Science and mathematics

Satisfactory: Grade 3

## Context

36. The college offers AS and A level biology, chemistry, physics, psychology, mathematics and AS science for public understanding. GCSE mathematics and science are also offered. A small number of adult learners study GCSE mathematics in the evening. There are 435 enrolments on courses in this area.

## Strengths

- high pass rates in A2 chemistry, physics and psychology
- good value-added in AS biology and A2 psychology
- high standard of learners' written work in psychology
- good range of activities to enrich learners' experience
- good learning support to meet learners' needs
- effective curriculum management to improve provision in psychology.

## Areas for improvement

- low pass rates in AS physics, A2 mathematics and biology
- very little stimulating teaching
- the quality of feedback to learners on how to improve
- ineffective curriculum management in mathematics and science.

## Achievement and standards

37. Achievement and standards are satisfactory. In 2006/07 pass rates in A2 chemistry, physics, and psychology were very high. Pass rates in A2 biology and A2 mathematics declined and were below 2005/06 the national average. Pass rates on AS level courses have improved and are now satisfactory with the exception of AS physics where the pass rate has been consistently low. Retention rates in most AS and A2 courses are satisfactory although the retention rate in A2 psychology is low. The proportion of learners achieving high grades is low. Value-added data indicate that learners in AS biology and A2 psychology make good progress.
38. GCSE mathematics results at grades A\* to C declined in 2006/07 and were just below the national average. In GCSE science success rates were very good although there was a decline in the proportion of learners achieving high grades. Overall, learners make satisfactory progress on GCSE courses.
39. The standard of learners' written work is satisfactory. In psychology learners' written work is particularly good. In maths and physics learners' work is often untidy and poorly structured. There is insufficient intellectual challenge for the most able learners.

## Quality of provision

40. Teaching and learning are satisfactory. The majority of lessons include a good range of learning activities and resources. However, many lessons are uninspiring and teachers do not regularly use questioning to stimulate debate and examine ideas in depth. Learners are not sufficiently engaged in lessons.
41. In psychology teachers effectively meet the individual needs of learners but this is less well developed in other subjects. Teachers use ILT well and in some lessons interactive technology significantly improves the explanation of key concepts.
42. Assessment and monitoring of learners' progress are satisfactory. Comprehensive diagnostic assessment is generally effective although target setting is weak in mathematics. Marking of learners' homework does not sufficiently guide learners to improve.
43. Learners benefit from a good range of courses and support workshops. These are well attended and valued by learners. There are good opportunities for learners to enter competitions such as the UK Mathematics Challenge and a forensic science day held at Surrey University.
44. Guidance and support for learners are good. Attendance at tutorials is good and there is effective communication between teachers and tutors to support learners. Learners receive good additional learning support.

## Leadership and management

45. Leadership and management are satisfactory. Since the last inspection the quality of provision in psychology has improved and curriculum management in this area is good. However, the quality assurance processes lack rigour in science and mathematics and there has been little progress since the last inspection. Self-assessment is insufficiently self-critical.

## Information and communication technology

Satisfactory: Grade 3

## Context

46. Courses offered by the college include AS and A2 in computing and ICT, BTEC first certificate and diploma in ICT for practitioners and BTEC national diploma IT practitioner courses. There is no part-time adult provision. Most of the 209 enrolments are on full-time courses at level 3. Most learners are male, and 33% are from a minority ethnic background, which is above the college average. Some 18% of learners have additional support needs.

## Strengths

- learners develop sound critical thinking skills
- creative use of ILT to support learning
- good range of courses
- good response to social inclusion
- early identification and monitoring of students at risk of failing.

## Areas for improvement

- low pass rates on A2 courses
- low proportion of learners achieving high grades
- insufficiently detailed feedback on learners' assignments
- insufficiently detailed data analysis to support improvement and raise standards.

## Achievement and standards

47. Achievement and standards are satisfactory. Pass rates for A2 courses are low and the achievement of high grades is significantly below the national average. Retention and pass rates for most other courses are around the national average. Learners do not make sufficient progress in ICT and computing courses and value-added is weak. There are no significant differences in success rates for different groups of learners. Attendance in lessons is good although poor punctuality disrupts the start of many lessons. Learners are well behaved and standards of work are satisfactory.

## Quality of provision

48. Teaching and learning are satisfactory. In the best lessons learners are encouraged to be evaluative and challenge the hypothesis presented by the tutor. ILT is used creatively to support online learning. Lesson plans identify ways to challenge more able learners. However, the plans do not make sufficient use of assessment results to highlight learners' individual support needs. Teachers do not consistently check that learning is taking place during lessons. Homework is regularly set and marked promptly. However, written feedback is not sufficiently detailed and learners comment that they would like more help to achieve high grades. Timescales for re-submission of assignments are not identified.



49. Learners benefit from a good range of courses and social inclusion is good. A high proportion of learners are female and from minority ethnic backgrounds. Learners value opportunities to extend their learning in the computer club, during enrichment activities and drop-in support sessions. There are insufficient opportunities for work placement. The college has recognised this weakness in its self-assessment. Progression rates between different levels of courses are satisfactory. IT rooms are dark and cramped, and noise distracts learners during lessons.
50. Support for learners is good. Learners at risk of not achieving are identified quickly and a range of pastoral and academic support is provided, including seeking support from parents.

#### Leadership and management

51. Leadership and management are satisfactory. The new curriculum team provides clear direction. Communication is good and staff appreciate the weekly meetings with the principal. Staff from minority ethnic backgrounds provide good role models for learners. Learners' views are used well to improve provision. Internal lesson observations do not place sufficient emphasis on learning and attainment. The self-assessment report is insufficiently evaluative, does not adequately use data from lesson observations, and action planning is not rigorous. There has been slow progress since the last inspection to provide work placements.

## Visual and performing arts and media

Good: Grade 2

## Context

52. The college offers courses in visual and performing arts and media at level 3. The majority of learners are aged 16 to 18 and study full time on AS and A level courses. Of the current 454 enrolments in the department, 166 are on courses in visual arts, 121 on media and 167 on performing arts.

## Strengths

- outstanding value-added and high grades in performing arts
- good standards of practical work
- some excellent and much good teaching
- extensive and well attended enrichment activities
- good specialist resources and accommodation
- good curriculum management.

## Areas for improvement

- declining retention rates on A2 courses
- teaching strategies to improve individual learning.

## Achievement and standards

53. Achievement and standards are good. Success rates over the last three years are satisfactory. In 2006/07 overall success rates declined and were broadly in line with the national average. Retention rates in A level subjects have been satisfactory, but declined significantly in 2006/07. The majority of learners on all courses progress very well in comparison with what would be expected from their GCSE performance. In performing arts learners' achievement and standards are outstanding. However, in areas such as art and design and media, there has been a reduction in the proportion of high grades achieved by learners in 2006/07 and overall these are now below the national average.
54. Learners produce high standards of work. In art and design learners have a clear understanding of concepts, techniques and practical skills needed to inform their own highly adventurous, creative work. Good personal, social and study skills, including respect for others, characterise learners' work in drama and dance. Learners work effectively in groups.

## Quality of provision

55. Teaching and learning are good. In the best lessons teachers expertly integrate practical, theoretical and creative skills in structured tasks. In a dance lesson learners successfully used notation to create exciting group

choreography. In a music lesson peer evaluation was used successfully to develop critical awareness. Teachers' specific, targeted and evaluative feedback ensures learners know how to improve. Assessment and monitoring of learners' progress are effective.

56. The range of provision is good. The department offers a wide range of courses at level 3. Learners benefit from interesting and challenging enrichment activities. The musical production gives learners valuable experience of working professionally in a performance company. Teachers organise exciting projects that benefit the local community such as the 'one world' project celebrating cultural diversity in the borough. Levels of internal and external progression are high.
57. Support for learners is good. Learners value the support they receive in lessons. Teachers provide much additional support in their own time. Learners' needs are promptly identified and appropriate support provided. Teachers and tutors communicate effectively. For a small number of learners the selection and placement procedures do not adequately identify their needs.

#### Leadership and management

58. Leadership and management are good. Managers are enthusiastic and conscientious and staff feel effectively supported. Cultural diversity and equality issues are explored and celebrated through the curriculum. There are insufficient strategies to ensure that all teachers develop skills to effectively meet the individual needs of all learners. Specialist resources and accommodation are good. Learners benefit from excellent new facilities at the Lightbox gallery. Changing and showering facilities are inadequate and the temperature in the dance studio is sometimes unacceptably high.
59. The self-assessment report is largely accurate. However, some general trends are insufficiently highlighted. Few actions are identified to ensure that high standards are maintained. Targets and success criteria lack precision.

## English for speakers of other languages (ESOL)

Good: Grade 2

## Context

60. ESOL courses are offered at the college, in the community and in local schools. Those for adults are offered in the day and evening at entry level to level 2. Additional courses in ESOL are offered to learners aged 16 to 18 following academic and vocational courses. Currently there are 285 learners on ESOL part-time programmes, the majority of whom are adults.

## Strengths

- good development of learners' language skills
- good standard of work and attainment
- good teaching and learning
- good initial assessment and detailed identification of learners' needs.

## Areas for improvement

- unsatisfactory attendance
- inconsistent setting of individual targets
- underdeveloped language provision for learners aged 16 to 18.

## Achievement and standards

61. Achievement and standards are good. The number of ESOL learners entered for external qualifications increased between 2005 and 2007. The majority achieve either a full or partial qualification. The remainder are awarded a college certificate listing the skills acquired during their studies. ESOL learners develop good written and oral skills, are keen to learn and make positive contributions in lessons. The majority of learners make good progress and develop accurate language. Standards of coursework and homework are good. Progression to higher levels is satisfactory. Learners' achievement is celebrated at award ceremonies. Attendance in lessons is unsatisfactory. Learners are not always challenged when they arrive late to lessons.

## Quality of provision

62. Teaching and learning are good. Lessons are well managed and a range of activities and resources, including ILT, enhance teaching and learning. Teachers successfully employ a range of teaching strategies to support learners at different language levels and regularly check learning during lessons. Learners work well together and they are absorbed in purposeful and well organised tasks. Initial assessment is used effectively to formulate individual learning plans and to review learning and record progress. Individual learning plans are used well by learners to record their own comments on their studies. However, there are variations in the quality of

target setting, with many targets not being sufficiently specific and measurable. This weakness is recognised in self-assessment.

63. The range of ESOL provision is satisfactory. Provision for adults in local community centres successfully targets and responds to the needs of the hard to reach community and those traditionally excluded from accessing education, including women with childcare commitments. College literature is translated into the main community languages. A good range of enrichment activities is provided, including community awareness and citizenship sessions.
64. Guidance and support are satisfactory. Initial assessment ensures learners are placed on appropriate courses. Additional learning support arrangements for ESOL learners are effective. Pastoral and academic support arrangements are integrated within courses.

#### Leadership and management

65. Curriculum management is satisfactory. Communication is effective and regular staff training and development is provided. Language support is underdeveloped for learners aged 16 to 18 on the college's main vocational and academic programmes. The number of young people who require language support has recently grown at the college. Although the college has responded by establishing additional courses this provision does not fully meet all their needs. The content of the current offer is not sufficiently linked to learners' language needs on their main programme of study. The self-assessment report is insufficiently evaluative although it is broadly accurate. Performance data are not reliable and do not sufficiently inform quality improvement.

## Learners' achievement

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	72	50	64	-14	326	31	56	-25
	05/06	103	61	71	-10	118	50	56	-6
	06/07	*	*			*	*		
GNVQs and precursors	04/05								
	05/06								
	06/07								
NVQs	04/05								
	05/06								
	06/07								
Other	04/05	72	50	63	-13	326	31	56	-25
	05/06	103	61	71	-10	118	50	56	-6
	06/07	*	*			*	*		

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	511	72	73	-1	48	40	56	-16
	05/06	362	91	78	13	15	80	64	16
	06/07	228	82			*	*		
GCSEs	04/05	445	72	78	-6	24	50	65	-15
	05/06	315	93	82	11	13	77	66	11
	06/07	161	81			7	86		
GNVQs and precursors	04/05	27	70	74	-4	3	0		
	05/06	24	88	77	11	2	100		
	06/07								
BTEC	06/07	67	85						
NVQs	04/05								
	05/06								
	06/07								
Other	04/05	39	82	62	20	21	33	52	-19
	05/06	23	70	70	0	0	...	...	...
	06/07	4	50			*	*		

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	1577	80	82	-2	46 (-1)	48	59	-11
	05/06	1780	81	83	-2	54 (-1)	50	65	-15
	06/07	1825	82			35	66		
A/A2 Levels	04/05	353	95	92	3	14	57	76	-19
	05/06	560	95	93	2	32	56	78	-22
	06/07	553	90			16	81		
AS Levels	04/05	1097	75	78	-3	30	43	54	-11
	05/06	1112	73	79	-6	19	32	58	-26
	06/07	1201	78			17	47		
GNVQs and precursors	04/05	91	79	74	5	2	50		
	05/06	29	93	74	19	1	0		
	06/07								
BTEC	06/07	71	87			2	100		
NVQs	04/05								
	05/06								
	06/07								
Other	04/05	36	75	72	3	1	100	56	44
	05/06	79	85	75	10	3	100	62	38
	06/07								

\* data not available

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