

King Edward VI College, Nuneaton

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.

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: science and mathematics; sociology and psychology; English; and business, administration and law.

Description of the provider

1. King Edward VI College is a voluntary-aided sixth form college established in 1974. The college is situated near the centre of Nuneaton, a town with a mixed industrial and commercial base.
2. In October 2007, 1,070 students were enrolled in the college. Almost all were aged 16 to 18 and most followed GCE AS and A level programmes. Over 70% of college students go on to higher education (HE). Some 11% of enrolments were from black and minority ethnic students as compared to 5% in the local population.
3. Three-quarters of applications come from 10 local 11 to 16 schools in Nuneaton and North Warwickshire. A small number travel from Coventry and the western fringes of Leicestershire. Three schools in the area have a sixth form and the college recruits a small number of students from these schools.
4. Within Nuneaton the pass rates and participation rates of school leavers are well below those for Warwickshire as a whole. Of the 10 partner schools, 7 schools have 5 A* to C pass rates below 50% and 3 schools have 5 A* to C pass rates of over 60%. The rate of continuation in education for Nuneaton and Bedworth in 2006 was 74.2% and for Warwickshire as a whole it was 80%.
5. The college's mission is 'to be a centre of excellence for advanced level education for learners, aged 16 to 19-years-old, with a particular emphasis on the academic curriculum'.

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: contributory grade 3</i>

Sector subject areas

Science and mathematics	Satisfactory: Grade 3
Sociology and psychology	Satisfactory: Grade 3
English	Good: Grade 2
Business, administration and law	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

6. Effectiveness of provision is satisfactory. Achievement and standards are satisfactory. Overall success rates are currently in line with the national average. Retention rates remain high. The proportion of students making better than expected progress was low for GCE A2 in 2007. Students' key skills success rates are low. Students are confident and develop skills which prepare them well for higher education. Progression to higher education is good.
7. Teaching and learning are satisfactory. Many lessons are well planned and use a good variety of strategies to engage learners. More able students are not sufficiently challenged. Assessment is rigorous. Learning resources are satisfactory. The use of information learning technology (ILT) to enhance learning is underdeveloped as is additional learning support.
8. Responsiveness to the needs and interests of learners and the local stakeholders is good. Links with employers are underdeveloped. The college works well with the local further education (FE) college and local schools. The college offers a good range of subjects at AS and A level. Students participate well in the broad range of enrichment offered. Educational and social inclusion are satisfactory.
9. Support and guidance are good. Initial advice and guidance are good. Tutorials are well planned and cover the Every Child Matters outcomes well. Careers education advice is good. Personal and welfare support for students is good. The college gives good support for students with specific learning needs. Student views are sought and acted upon. Attendance is high and monitored closely.
10. Leadership and management are satisfactory as is equality of opportunity. Governance is good. Leaders set a clear strategy and collaborate productively with local stakeholders. Quality assurance is not consistently implemented across the college. The self-assessment is broadly accurate. Management of sector subject areas is satisfactory. Financial management is good. Some accommodation is inaccessible for those with restricted mobility, and too small.

Capacity to improve

Satisfactory: Grade 3

11. The college's capacity to improve is satisfactory. The self-assessment process is inclusive and the report is mostly accurate in stating strengths and areas for improvement. Inspectors disagreed, however, with some of the main judgements. The self-assessment report relates to the college action plan and strategic plan effectively. The quality of team self-assessment reports is satisfactory, but some target setting is too general.

12. Quality assurance arrangements have improved, but their implementation and effectiveness are too variable, resulting in little improvement in achievement and standards. Whilst managers have achieved significant improvements in the success rates of targeted, underperforming subjects, other subjects' success rates have declined. The restructuring of management has increased the focus on improving quality systems, teaching and learning and consistency of approach in subject areas.

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

13. The college has made good progress since the last inspection. Pass rates have improved in most of the previously underperforming subjects, except modern foreign languages. The proportion of high grades achieved is still low. The standards of teaching and learning have improved. Many aspects of teaching and learning are good, but teachers do not challenge all students sufficiently. Managers have improved accommodation and continue to do so, but access for people with restricted mobility is limited and some areas are overcrowded. Managers have invested significantly in learning resources and they are very good. A comprehensive initial screening of students has been established. However, despite increases in the take-up of additional learning support, this remains too low. The management of key skills has improved. Key skills success rates have also improved, but are still low. The evidence in 2007/08 indicates much improved portfolio completion. The promotion and monitoring of equality of opportunity have improved significantly since the last inspection.

Key strengths

- good strategic and operational collaboration with local stakeholders
- high retention
- good progression of students
- development of students' confidence and skills
- caring environment and good personal support for students.

Areas for improvement

The college should address:

- the progress made by students relative to their prior attainment
- success rates for learners in receipt of additional learning support
- meeting the needs of all learners through teaching and learning
- insufficient impact of quality assurance to raise students' achievements and standards
- the inappropriate accommodation.

Main findings

Achievement and standards

Satisfactory: Grade 3

14. Achievement and standards are satisfactory, which agrees with the college's self-assessment report. Overall college success rates are currently similar to the national average, having been very slightly above the average for the previous three years. Nearly all students are 16 to 18-years-old taking AS and A level courses. At AS level, success rates have improved but are slightly below 2006/07 national average. A level success rates are currently similar to national averages. However, these overall figures mask significant variability between subjects and over time.
15. Retention rates are very high and have been well above the national average for the past three years. Level 3 pass rates are below retention rates but broadly similar to the national average. However, the proportion of students gaining high grades is generally low. In 2006/07, the proportion of students gaining high grades was well below the national average on the majority of A level courses. AS level students generally achieve the grades predicted, based on their prior attainment. However, in 2006/07, A level students achieved grades significantly lower than those predicted. Success rates in GCSE subjects are good, particularly in English language. The college delivers a small 14 to 16 programme, which has good progression onto college programmes. Progression to higher education is good.
16. The college analyses the performance of most groups well. Success rates for female students have been marginally better than for male students over the past three years. Success rates for black and minority students are broadly similar to the college average, although managers have identified slightly better achievement for British Indian boys and slightly lower achievement for British Indian girls. Success rates for students in receipt of additional learning support are lower than the college average. Success rates in key skills for information and communication technology (ICT) continue to be low.
17. The standard of students' work is broadly satisfactory. However, there are examples of high standards of work. In English, students demonstrate a good grasp of literary texts and handle specialist terminology accurately and confidently. Business and law students demonstrate a capacity to critically evaluate evidence well and justify their findings and science students demonstrate practical analytical ability when conducting experiments. Students enjoy their studies.

Quality of provision

Satisfactory: Grade 3

18. The quality of provision is satisfactory. Teaching and learning are satisfactory which disagrees with the college's self-assessment. Many aspects of teaching and learning are good. In better lessons, enthusiastic teachers plan lessons well and make very effective use of a wide range of teaching strategies and resources. They encourage students to work collaboratively and students enjoy their lessons, grow in confidence and gain valuable analytical skills. However, in too many lessons teachers do not plan sufficiently to meet the needs of all students by using an effective range of carefully differentiated activities and assessment tasks. More able students are not always sufficiently challenged and some weaker or more hesitant students become disengaged and do not reach their appropriate level of attainment.
19. Teachers and tutors closely monitor students' academic progress and attendance. Students identified as being at risk are given prompt additional support and careful guidance. Retention remains high across the college.
20. Students value highly the good range of subject support they receive, including regular workshops and extensive individual support from their teachers. Students also receive well planned support for the development of their literacy and numeracy skills.
21. Assessment is accurate and thorough. Teachers mark assignments and homework promptly. They promote learning by giving students positive feedback on what they have done well and by providing them with clear and detailed guidance on how to improve.
22. Learning resources are satisfactory. Students benefit from the considerable improvements in the computing resources available and they make good use of the library and subject learning resources. The college recognises that some teaching rooms are unsuitable and that independent study areas are too small. It has well developed plans to improve them.
23. Insufficient use is made of ILT to support learning. Some teachers are highly effective in using ILT to enhance learning. However, the college acknowledges the need to develop more effective use of ILT across the curriculum. It has invested in new equipment and in ILT training for staff, and has begun to expand its student intranet and web-based facilities for students.
24. The college recognises that the delivery of key skills in ICT is still an area for improvement. It has introduced changes to make ICT key skills more relevant to learners; for example, through the use of carefully contextualised materials. Early indications are that these changes are beginning to have an impact on learners' achievement.
25. The college's response to meeting the needs and interests of students is good which agrees with the judgement in the self-assessment report. The college has a clear mission providing level 3 academic courses for students aged 16 to 18 studying full-time courses. Since the last inspection, the college has worked

hard to establish collaborative relationships with local providers and stakeholders. Good partnership working with the local FE college has resulted in a common GCE A level timetable and rationalised course provision. However, the joint timetabling does not cover vocational provision at the FE college. Productive links with partner schools include curriculum support and teaching initiatives, such as college students studying design technology at two local schools. Students benefit from a broad range of subjects at AS and GCE A level, including minority subjects with small numbers. The college plays an active part in 14 to 19 initiatives; it has written the successful bid for the ICT diploma and chairs the Diploma Development Group. A range of college wide and subject enrichment is provided with a high proportion of students participating in sporting, cultural and community provision. The Finance Academy has provided good employer links in the area of business studies; however, the college recognises that employer links in general are underdeveloped and remain an area for improvement.

26. Support and guidance for students are good and this agrees with the college's self-assessment. The college knows its students well, has responded effectively to the Every Child Matters agenda and provides a caring environment for young people. Student views are sought actively and acted upon where possible. Good management of student services has resulted in recent improvements in areas such as self-assessment, action planning and the use of data to measure the impact on students' outcomes. However, as the college has recognised, there remain areas for further improvement such as the quality of written records of individual tutorial reviews and additional learning support. Despite increases in the numbers accessing support, the take-up of additional learning support remains too low and strategies to follow up identified students not taking advantage of support are underdeveloped. The formal monitoring of the impact of additional learning support is also an area for improvement.
27. Initial advice and guidance are well organised through close contacts with local schools and the Connexions service. Retention rates are high and very few students change their subject choices after entry to the college. Comprehensive initial screening and the timely offer of support have been established successfully.
28. Tutorials are well planned and organised around Every Child Matters outcomes. Students value highly the role and support offered through their personal tutors but are less enthusiastic about group tutorials. Students' progress is monitored carefully through regular reviews. However, written records are not always detailed and useful enough and students do not have their own copies of these records. Attendance is high and monitored closely. Careers education and advice is good with well established links between the college and Connexions service. Students applying to higher education are particularly well supported.
29. Personal and welfare help for students are good. Particularly effective support is available for students with dyslexia who benefit from rapid diagnosis and professional support. Accessible support for a wide variety of needs is available through the college counsellor and youth worker. The college has supported students with complex difficulties to successful progression and achievement.

Leadership and management

Satisfactory: Grade 3

Contributory grade:

Equality of opportunity

Satisfactory: grade 3

30. Leadership and management are satisfactory, which disagrees with the college's self-assessment. The principal places great emphasis on students' well-being and development. Senior leaders and governors have a clear strategy of collaborative involvement in local regeneration, through the building of a new college on a shared campus. They engage in very productive partnerships with local stakeholders. Links with employers are underdeveloped, except in the business area where they are excellent.
31. Governance is good. Governors are very committed. They challenge senior managers vigorously and advise them effectively. They are well informed. They ask for action to address areas of concern and monitor progress to successful completion.
32. The quality assurance systems have improved but they have not yet led to better achievement and standards. The self-assessment report is inclusive and relates to the strategic and the quality improvement action plans effectively. The quality of team self-assessment reports is mixed and some target setting is too general. In 2006/07, managers prioritised several poorly performing subjects for improvement and were successful. In other subjects, however, success rates declined. The implementation of quality assurance systems is inconsistent, resulting in a wide variation in students' progress and success. The college restructuring in 2005/06 led to an increased emphasis on quality assurance, lesson observations, staff development and teaching and learning. Nevertheless, leaders and managers have not effected improvements in success rates sufficiently since the last inspection.
33. Financial management is good. Managers communicate well with budget holders, purchase wisely and provide useful reports to senior staff and governors. Staff and room utilisation are high. Students' achievement and standards are satisfactory. Value for money is satisfactory.
34. The college adopts a very rigorous approach to the appraisal of teachers and support staff. Staff morale is high. Teachers are very well qualified. Staff development is good. Although teachers benefit from visits to other colleges, their secondment to employers for updating is underdeveloped. The college meets the requirements of the Children Act. The college's response to the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2002 (SENDA) is satisfactory.
35. Managers have invested significantly in good ICT, ILT and management information systems but their use is underdeveloped. Accommodation has improved but access for people with restricted mobility is limited. The library and learning centre are well managed and resourced but they are

overcrowded. The provision for private study and social areas is insufficient. Some classrooms are too small.

36. The approach to equality of opportunity has improved and is satisfactory. Managers analyse students' performance by ethnicity and gender and take appropriate action. Students and staff have worked well on anti-bullying and valuing difference. Nevertheless, areas for improvement include the success rates of British Indian women, students in receipt of additional learning support and more able students. Equality and diversity practices are not yet embedded fully in marketing materials and in lessons.

Sector subject area

Science and mathematics

Satisfactory: Grade 3

Context

37. Courses are offered at GCE AS and A level in applied science, biology, chemistry, electronics, physics, mathematics, further mathematics and use of mathematics. Some 432 students are enrolled on GCE AS courses and 280 on GCE A level courses. The college also runs a GCSE mathematics course with 40 students. The large majority of the students are full-time and aged 16 to 18.

Strengths

- outstanding pass rates in AS further mathematics and A-level electronics and further mathematics
- high retention rates in GCSE mathematics, AS and A-level electronics and A-level chemistry, physics and further mathematics
- rigorous assessment of students' work
- extensive, high quality academic support for students.

Areas for improvement

- low pass rate in AS physics in 2007
- insufficient range of lesson activity to meet the needs of different learners
- underdeveloped use of ILT to enhance learning during lessons.

Achievement and standards

38. Achievement and standards in science and mathematics are satisfactory. Pass rates in AS further mathematics and A-level electronics and mathematics have been outstanding for the last three years. Pass rates have improved to above national average over the last three years in AS biology and chemistry. Retention rates are high on GCSE mathematics, AS and A-level electronics, A-level chemistry, physics and further mathematics courses. Although the proportion of high grade passes is low in GCE AS and A level subjects, progress made by students in relation to their prior attainment is usually satisfactory or better. Pass rates fell significantly in 2007 for AS physics and GCSE maths. Students' attainment in lessons is usually good.

Quality of provision

39. Teaching and learning are satisfactory. In the best lessons, teachers plan well and use a variety of activities, including individual and group work to meet the needs of all students. In other lessons, the range of activities is limited. Teachers used ILT effectively in a few classes. However, its widespread use across the department is underdeveloped. Students follow an effective induction programme in which they work on assignments and project work to diagnose subject support needs of new science students. Subject assessment

and monitoring of progress are rigorous. Work is regularly set, marked and returned promptly with positive comments for improvement.

40. The range of provision to meet the needs of students is satisfactory. Students take part in a range of subject conferences, progression to higher education talks, health education and science and mathematics Olympiads. Links with feeder schools are strong. College staff provide good curriculum support at Key Stage 4.
41. Guidance and support are good. Students have extensive high quality academic support. They are able to access subject support during lunch hours and in dedicated workshops. Welfare and pastoral support are good. Learners with additional learning needs, such as dyslexia, or English as a second language, have good individual and group support on study skills and speaking and listening. Learners' progress reviews are satisfactory; however, a few lack detail and do not give clear short-term subject targets for improvement.

Leadership and management

42. Leadership and management are satisfactory. Curriculum planning is good. The subject area's self-assessment reports are generally accurate with appropriate action plans and targets for improvement. The last inspection report highlighted insufficient focus on improving teaching in the self-assessment report. This has been partially addressed. A few schemes of work lack detail. College lesson observation grades in science reflect the teaching rather than the learning. In mathematics, observation judgements closely match those of inspectors. Accommodation is adequate; however, some rooms are small, which limits the range of activities possible when used by larger student groups.

Sociology and psychology

Satisfactory: Grade 3

Context

43. Some 516 students are enrolled on GCE A and AS courses in psychology and sociology within the social science department. Approximately 70% of these study psychology. Most students are aged 16 to 18 and attend full-time.

Strengths

- outstanding pass rates in sociology
- high retention rates
- many good revision lessons
- good quality feedback to students
- successful strategies to raise achievement in sociology.

Areas for improvement

- low pass rate in AS psychology
- inappropriate level of challenge in psychology
- ineffective use of subject workshops
- insufficient focus on raising achievement in psychology.

Achievement and standards

44. Achievement and standards are satisfactory overall. Pass rates are high in AS and A-level sociology and students make good progress. The pass rate has been low in AS psychology for the last four years. Although pass rates are generally satisfactory in A-level psychology, students made insufficient progress in 2006/07 in contrast to the very good progress made the previous year. Retention rates are high. Standards of work are satisfactory. Many of the more able students have strong powers of analysis, good evaluative skills and write fluently. Most students are confident speakers. However, a few students at this late stage in the course are still unable to describe key terms.

Quality of provision

45. Teaching and learning are satisfactory. Sociology students have a good introduction to the course, which highlights the demanding aspects of the subject and the commitment expected. They complete a challenging essay which is used to emphasise the hard work required and to assess their need for subject support. Psychology teachers do not consistently set the same early high expectations and some students this year were not required to complete an assignment until mid October. In lessons, the least able students are well supported but there are few examples of the most able being stretched. Learning in sociology is enhanced by good quality workbooks which include a range of tasks at different levels. A number of the workbooks in psychology are dull and unchallenging. Students benefit from well planned revision lessons, particularly in psychology. In a good A-level psychology lesson, peer marking was used well to consolidate understanding and to sharpen students' exam

technique. In most lessons a variety of imaginative techniques helps students to recall and remember key points. Students receive much helpful feedback which identifies strengths and gives specific guidance on how to improve.

46. The response to meeting the needs and interests of students is satisfactory. After three years of unsatisfactory success rates in AS sociology, the course team decided to introduce the coursework option. Achievement data show that this has met the needs of students far more successfully. Students are disappointed in the small number of enrichment activities that these subjects offer. They enjoyed the recent visits from local magistrates and a clinical psychologist.
47. Support for students is satisfactory. Though students speak warmly of the extra support they receive from their teachers, subject workshops are not used to best effect. They are promoted poorly and only target underachieving students. Students who fail to attend workshops are not systematically tracked and followed up.

Leadership and management

48. Leadership and management are satisfactory. The head of division has successfully managed a strategy to raise achievement in sociology but there has been no concerted drive to improve performance in psychology and there is insufficient monitoring of current performance. Analysis of results has not been thorough enough to diagnose the reasons for poor performance. Though there is much good teamwork within sociology and psychology, there is too little exchange of practice across the two subjects. The promotion of equality and diversity is satisfactory. The sociology self-assessment report is accurate and well evidenced. The psychology report understates key weaknesses.

English

Good: Grade 2

Context

49. The college offers a broad range of GCE AS and A level courses in English: English language, English language and literature, and English literature. There are 453 full-time learners enrolled on these courses. In addition, the college enrolled 34 learners this year on the GCSE English course. Most students are aged 16 to 18 and attend full-time.

Strengths

- high success rates on most courses
- good standards in learners' work
- well planned and effective teaching
- extensive enrichment activities, especially in English literature
- wide range of effective support for individual learners
- good leadership and management.

Areas for improvement

- low proportion of high grades in most courses
- under-use of ILT to enhance teaching and learning.

Achievement and standards

50. Achievement and standards are good. Success rates in 2006/07 were at or above the national average in most AS and AL courses, and pass rates were also high. Retention is good and above the national average in three courses and below in two. Results in GCSE English are good. Learners achieve high grades in AS English literature but not in most other AS and A level courses. Learners attend regularly, are punctual and enjoy their lessons. The standard of work in lessons is good. Learners understand linguistic and critical concepts and use specialist terminology accurately. They show a good appreciation of literary texts and can use language frameworks confidently. Many learners progress to English-based courses in higher education.

Quality of provision

51. Teaching and learning are good. Lessons have a clear structure, often having a brisk starter activity followed by a good range of whole class and group tasks. Clear objectives relate closely to assessment objectives. Learners are being prepared well for their examinations. Learners gain confidence and understanding of the assessment objectives from practising timed essays in class. Teachers show a good awareness of the wide range of ability and learning styles in a class. There is some effective use of ILT in English lessons but the recently installed facilities are as yet under-used in enhancing both teaching and learning. Assessment and monitoring of learners' progress are good. Learners receive detailed and constructive feedback on their work, and marking of essays relates clearly to the relevant assessment objectives.

Teachers communicate their excellent subject knowledge effectively to bring a topic alive. Learners respond well to the wide range of teaching and learning strategies used throughout the department. They enjoy their work in English.

52. English teachers provide a wide range of enrichment activities to support the courses, especially in English literature. The college provides good information about its courses for prospective learners and the individual English course booklets are of a high standard. Learners receive good support and the needs of individuals are recognised and largely met in lessons, often through the careful structuring of groups and the range of questions asked. In addition, learners benefit from the many workshops provided by English teachers.

Leadership and management

53. Leadership and management are good. The self-assessment report for English accurately identifies both strengths and areas for improvement, and includes an effective action plan. The college's lesson observation system accurately reflects the quality of teaching and learning seen during the inspection. Sharing of good practice among English teachers is well established, to the benefit of the learners. The management of individual courses, reflected in detailed schemes of work and the effective deployment of resources, is good. Learners' views on English courses are analysed and acted upon. The well qualified and experienced team of English teachers is deployed effectively. Most of the accommodation for English is at least satisfactory. Learners are encouraged to read widely from the good range of fiction available to them from the college library.

Business, administration and law

Satisfactory: Grade 3

Context

54. The department provides courses in GCE AS and A-level business studies, applied business and law, and a BTEC national award in personal and business finance. Students attend full time and most are aged 16 to 18. Some 235 students are currently studying business and 179 studying law courses.

Strengths

- high success rates and good added value in business
- good development of higher level skills on business courses
- excellent employer links
- good academic support.

Areas for improvement

- success rates and added value on law courses
- insufficient feedback on AS and A level marked work.

Achievement and standards

55. Achievement and standards are satisfactory. Success rates are high on business courses. Success rates are low on law courses. Business students achieve better than their prior attainments suggests; however, law students achieve below expectations. The standard of students' work meets awarding body requirements. A majority of business students demonstrate a capacity to critically evaluate and justify their findings. Most law students have good analytical skills and are able to analyse and apply relevant cases to questions. Most students are making satisfactory progress towards achieving their individual learning aims. Attendance is good. A high proportion of students progress to higher education.

Quality of provision

56. Teaching and learning are good on business courses and satisfactory on law courses. Working relationships between teachers and students are very good. Teachers have a purposeful emphasis on students using their time productively to meet lesson objectives. Many lessons are well structured and purposeful, with a range of activities to interest and motivate students. Students work productively in groups to discuss and feedback their findings. Teachers make imaginative use of ILT to stimulate discussions. In a business lesson, teachers challenged students to justify their reasoning on issues faced by an environmentally conscious company. The lesson finished with a particularly good comprehension work sheet to check understanding and reinforce learning. Monitoring of learners' progress is good. However, marked work on AS and A level courses does not explain sufficiently how students can improve their work.

57. The range of business and law courses is satisfactory and meets different student needs and interests. Excellent employer links enhance the curriculum. In particular, the Finance Academy makes very good use of business mentors and six-week internships enhance students' learning. The department makes good use of visiting speakers and industry visits linked to course work. Parents are well informed of students' progress. The college provides a wide range of enrichment activities which enable students to pursue their individual interests and add enjoyment to their work.
58. Support for students is good. Comprehensive careers education and UCAS guidance are included in tutorials. Students comment on helpful and supportive staff. Individual learning support provided in lessons and workshops is particularly effective in encouraging student participation. Students are encouraged to take responsibility for their learning, negotiating improvement targets with tutors and monitoring their own progress. Personal support services, including counselling and financial advice, help students complete their course.

Leadership and management

59. Leadership and management are satisfactory. Management of business is good. Managers have taken appropriate steps to improve low outcomes in law. Communication within the department is good. The self-assessment report is broadly accurate. The college's lesson observation grades are broadly in line with inspection findings. Teachers are appropriately qualified and participate in effective staff development. They share good practice and learning resources. The promotion of equality and diversity within the curriculum are satisfactory.

Learners' achievement

Table 1

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	04/05	90	83	64	19				
	05/06	73	70	71	-1				
	06/07*			N/A				N/A	
GNVQs and precursors	04/05								
	05/06								
	06/07*			N/A				N/A	
NVQs	04/05								
	05/06								
	06/07*			N/A				N/A	
Other	04/05	90	83	63	20				
	05/06	73	70	71	-1				
	06/07*			N/A				N/A	

* college data

Table 2

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	04/05	90	91	73	18	1	0	56	-56
	05/06	113	90	78	12	...	...	...	...
	06/07*	105	88	N/A		1	0	N/A	
GCSEs	04/05	67	94	78	16	1	0	65	
	05/06	94	89	82	7	...	...	...	...
	06/07*	94	89	N/A		1	0	N/A	
GNVQs and precursors	04/05								
	05/06								
	06/07*			N/A				N/A	
NVQs	04/05								
	05/06								
	06/07*			N/A				N/A	
Other	04/05	23	83	62	21				
	05/06	19	95	70	25				
	06/07*	11	73	N/A				N/A	

* college data

Table 3

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	04/05	3035	83	82	1	11	91	59	32
	05/06	3252	84	83	1	17	76	65	11
	06/07*	3567	84	N/A		20	55	N/A	
A/A2 Levels	04/05	921	93	92	1	6	100	76	24
	05/06	1138	95	93	2	8	88	78	10
	06/07*	1055	94	N/A		1	100	N/A	
AS Levels	04/05	1902	77	78	-1	4	75	54	21
	05/06	1836	78	79	-1	9	67	58	9
	06/07*	2180	79	N/A		20	55	N/A	
GNVQs and precursors	04/05	186	86	74	12	1	100	...	...
	05/06	119	91	74	17	...	...	...	...
	06/07*	...	...	...	...	...	...	...	...
NVQs	04/05	...	...	...	...	...	...	...	...
	05/06	...	...	...	...	...	...	...	...
	06/07*	...	...	...	...	...	...	...	...
Other	04/05	26	92	72	20	...	...	...	...
	05/06	159	74	75	-1	...	...	...	...
	06/07*	329	83	N/A		1	100	...	...

* college data