

College of North East London

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: health and care; science and mathematics; information and communication technology (ICT); arts and media; and business.

Description of the provider

1. The College of North East London (CONEL) is a large college of further education in Haringey, London. The college attracts learners mainly from Haringey, Enfield and Hackney, many of whom have disadvantaged backgrounds. A quarter of the learners have no formal qualifications when they enrol at CONEL.
2. The college offers provision across 13 sector subject areas (SSAs) with a strong focus on vocational specialisms. Over a third of the enrolments are on level 1 programmes. Of approximately 14,000 students funded by the LSC, over half are from minority ethnic groups. The largest groups are black African and black Caribbean. Around 83% of learners are studying part-time and 85% are aged 19 or over. Some 180 apprentices are studying on a part-time day basis. The college leads the North London 'Train to Gain' consortium and is a lead provider for trade union education in the workplace. Working with schools in three local authorities, more than 400 pupils aged 14-16 attend the college to take courses in construction, business, mathematics and science, health and care, art and design, hair and beauty, sport and public services.
3. CONEL runs courses in community venues, mainly in information and communication technology (ICT) and English for speakers of other languages (ESOL). The college is a partner in two Centres of Vocational Excellence (CoVEs) for care and early years. There is a small amount of higher education provision in housing studies and teacher education. The college is located close to the new Haringey Sixth Form Centre, which opened September 2007.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Outstanding: Grade 1
<i>Equality of opportunity</i>	<i>Outstanding: Contributory Grade 1</i>

Sector subject areas

Health and care	Outstanding: Grade 1
Science and mathematics	Satisfactory: Grade 3
Information and communication technology	Good: Grade 2
Arts and media	Good: Grade 2
Business	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The quality of provision is good. Significant progress has been made since the previous inspection. Achievement and standards are good, with an upward trend in success rates to above national average for almost all groups of learners. Attendance and punctuality remain areas for further improvement.
5. Whilst the quality of teaching has improved since the last inspection and is now good, there remains a significant proportion that is no better than satisfactory. Information and learning technology (ILT) is not used imaginatively to invigorate teaching and learning.
6. CONEL offers a highly responsive curriculum that fully meets the priorities and needs of employers and the local community. Guidance and support arrangements for learners are excellent. Social, as well as educational, inclusion is outstanding. The college is an active participant or leader in many community projects to build social cohesion.
7. Leadership, management and governance are outstanding. As well as raising standards, CONEL has successfully developed a culture of mutual respect where diversity is valued and learners from different backgrounds enjoy studying together in a safe and welcoming environment. The large majority of students are successful. They acquire appropriate skills and knowledge, gain qualifications and progress on to employment, promotion or further study.

Capacity to improve

Outstanding: Grade 1

8. The college demonstrates outstanding capacity to improve. Strong leadership and very effective management have led to significant progress in all aspects of the college's work. Senior managers and governors have clear plans for the future strategic direction of the college. Students' achievements show a sustained trend of improvement. The quality of educational and training provision is much better than at the time of the last inspection. Quality assurance procedures are rigorous and the self-assessment report is largely accurate. All recruitment targets have been met and very effective financial management has kept the college in strong financial health.

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

9. The college has made outstanding progress since the last inspection. All key strengths identified by inspectors in the previous inspection have been maintained and developed further and substantial progress has been made in addressing the areas for improvement. The profile of curriculum area grades has improved and there is no unsatisfactory provision.

Key strengths

- very high success rates for almost all groups of learners
- very productive strategic partnerships with employers and other organisations
- a vocational curriculum that is highly responsive to local needs
- excellent support and guidance
- outstanding educational and social inclusion
- strong leadership leading to sustained improvement in success rates over a three-year period.

Areas for improvement

The college should address:

- the significant proportion of teaching that remains no better than satisfactory
- attendance and punctuality
- the use of ILT to enhance learning.

Main findings

Achievement and standards

Good: Grade 2

10. The college's self-assessment report accurately judges achievement and standards to be good. The proportion of students completing their courses and achieving their qualifications has risen steadily over the last few years and is above the most recent national average, when compared to similar colleges. The overall success rate of 86%, excluding key skills, is high and reflects sustained improvements over a three-year period in all but two of the sector subject areas. Success rates have risen most significantly for long courses which account for 47% of enrolments. Although short course success rates did not improve in 2006/07, they remained high at 92% and above the recent national average. Success rates for key skills have improved significantly year on year but were still low in 2006/07 at 45%.
11. The performance of students aged 16-18 has improved over the last few years but, at all levels, adult learners remain more successful. This difference was particularly marked on short courses in 2006/07. In most cases, the higher success rate for adults reflects similar achievement rates for both age groups but lower retention for younger learners. In-year college data suggest further improvement in retention for 2007/08. Success rates have improved for each of the three largest ethnic groups, black African, black Caribbean and white British, across all programmes and levels. For those school pupils aged between 14 and 16 who undertake vocational qualifications at the college, success rates are high. Progression rates for this age group are improving with over half the cohort moving on to further studies at CONEL in 2006/07.
12. Achievement and standards on apprenticeship programmes and Train to Gain are good. The overall completion rate of frameworks has improved over a two-year period and was close to the national average in 2006/07. Framework completion in plumbing was particularly high, as was the achievement of skills for life national awards on work-based Train to Gain provision. In hairdressing, though, too few trainees completed frameworks in 2006/07 but current learners in this vocational area are making good progress. Train to Gain learners are using their improved literacy and numeracy skills very effectively within their jobs and progressing to further courses or gaining promotion. The Entry to Employment programme, which has a small number of learners, is satisfactory.
13. Learners have a very positive attitude towards their studies and treat each other with respect. The standard of their work is variable but generally high. Learners make good progress, taking into account their prior experience and qualifications. Attendance is showing signs of improvement but, at around 83%, it falls short of the college's own target. Inspectors observed a significant proportion of students arriving late to lessons in the small number of lessons they observed. The drive to improve learners' employability skills has a high profile at CONEL and much emphasis is placed on developing a business-like culture, whereby low attendance and poor punctuality are considered unacceptable.

Quality of provision

Good: Grade 2

14. Teaching and learning are good. The college's strategy to 'transform learning' has successfully blended aspects of staff development, coaching and mentoring to help teachers to improve their practice.
15. The proportion of good or better lessons has consistently increased since the last inspection. It rose from 59% in 2005/06 and then to 66% and 72% in 2006/07 and 2007/08 respectively. The proportion of less than satisfactory teaching is now very small. Inspectors agreed with the college's judgements when carrying out joint lesson observations. The self-assessment report accurately identifies strengths and areas for improvement, including the need to further decrease the proportion of lessons that are no better than satisfactory, still 26% in 2007/08. The teaching of key skills is improving. A strong central team works well with teachers to encourage the integration of key skills with vocational subjects but still has work to do to achieve consistency.
16. Lessons are often well planned, with a broad and well chosen range of activities to maintain the interest of learners. Teachers make good use of the timely information they receive on learners' additional support needs and often meet the needs of individual learners well. In lessons which are no better than satisfactory, teaching is sometimes dull and uninspiring and teachers make too little use of focused questioning to check learners' understanding. Despite considerable efforts to improve the punctuality of learners, lateness to lessons is still too often an issue.
17. For work-based learners, 'off-the-job' training and learning are mostly good and complement the good training undertaken in the workplace. Effective use is made of the tutors' and trainees' commercial experience. Equality and diversity are promoted throughout training and good attention is paid to health and safety.
18. The college has a sound strategy for the development of ILT and resources are good. As the self-assessment report recognises, whilst the effective use of ILT in lessons is increasing, it is inconsistent across the college. For example, it is extensive in ICT, but under-developed in business and in work-based learning. The college's virtual learning environment is at an early stage of development. Whilst its use is significant in some curriculum areas, resources are few and activity low in others.
19. The assessment of learners' work is good. Assessment, moderation and internal verification are well managed, with consistent procedures. Issues raised within reports from external verifiers are acted upon promptly and actions are monitored closely by managers. Marking is often comprehensive and helpful to learners.
20. The college's response to meeting the needs and interests of learners is outstanding. The curriculum has been planned effectively to provide students with appropriate vocational skill whilst developing their literacy, numeracy and language skills. Opportunities for progression are good in all the curriculum

areas offered, including a particularly wide range of access to higher education programmes.

21. CONEL is highly responsive to employers' needs and is successful in leading a Train to Gain consortium. Links with employers are strong, productive and well established. Tailored courses to meet employers' specific needs are offered at a very wide range of times and venues, including at employers' premises. Programmes not only include a good range of literacy, language and ESOL courses, but also bespoke provision for the plumbing and gas industry and courses in niche areas, such as youth work, youth justice, person centred art therapy and speech therapy. The college provided particularly good equality and diversity training for the staff of one large employer and, in doing so, had a very real impact on changing attitudes to discrimination.
22. Educational and social inclusion is outstanding. The college is particularly successful at enabling learners with poor English language skills to access education and training. ESOL courses are also offered at a wide range of community venues and all include citizenship as part of the programme. A significant proportion of learners attending these courses progresses to further education and training at the college.
23. Women-only courses in health and social care and construction have been specifically designed to meet the needs of women returning to education and training or those whose religious beliefs make it difficult for them to attend mainstream programmes. Provision for learners with learning difficulties and disabilities is good. Around 400 school pupils attend a particularly wide range of programmes at the college. These include an access to education programme for Year 11 pupils who require ESOL support and a football Sports Academy to attract young men back to education and training. A wide range of enrichment activities are offered and participation levels are good.
24. Guidance and support for learners are outstanding. The college has a particularly comprehensive and structured approach to supporting learners from initial enquiry through to completion of their course and on into further education or employment.
25. Course information is available in a range of formats, including Braille. Advice and guidance staff all have British Sign Language at level 1. Individual specialist interviews are offered to students with disabilities, including dyslexia assessments. The college provides regular advice and guidance sessions in community venues. Links with Connexions and Leaving Care services are very strong.
26. Additional learning support for literacy, numeracy and language is well planned and monitored. ESOL teachers and vocational teachers support each other and learners during lessons by team teaching. The range of additional support services is exceptional. It includes excellent financial advice and guidance, help with immigration matters, applying for benefit or charity grants, and housing advice. A particularly successful peer mentoring scheme provides support for some 400 learners every year. Students benefit from counsellors, a mental

health worker, a multi-faith chaplain and a prayer room. Support for learners with hearing impairments is excellent and includes the use of signers and hearing loops.

27. Academic and pastoral support is particularly effective. A system of early intervention for learners at risk of leaving before completing their studies has been highly successful at improving retention and motivation. Communication between teaching staff, support staff and tutors is excellent. Learners' improvements and success are celebrated widely.
28. Group tutorials are well planned and successful. Good links are made with the Every Child Matters themes and learners have a good understanding of topics such as healthy eating and staying safe. Careers advice is good. Learners identify long term goals at the start of their programme and these are reinforced throughout their time at college.

Leadership and management

Outstanding: Grade 1

Contributory grade:

Equality of opportunity

Outstanding: Grade 1

29. Leadership and management are outstanding. The clear strategic direction provided by the principal and senior management team, coupled with effective planning and action, has led to sustained improvements. The college has benefited from the experience and skills of its outstanding governing body.
30. Quality assurance procedures are rigorous. Staff and governors place a strong emphasis on responding to the views of learners. The self-assessment process identifies key strengths and areas for improvement accurately, although strengths were over-stated in a small number of curriculum areas. The college evaluates the quality of teaching and learning through a robust system of lesson observations. Observers are well trained and generally accurate in their judgements. Management information is used well to monitor and evaluate performance.
31. Financial management is exemplary. The business planning process is comprehensive and leads to the formulation of budgets which are in line with the college's priorities. The college uses resources efficiently. Firm action is taken to ensure class sizes are controlled tightly and room usage is high. Purchasing consortia are used to reduce costs. The college offers outstanding value for money.
32. The management of curriculum areas, and of work-based learning and Train to Gain, is good. Specialist resources are good, particularly in music technology, science, childcare and hair and beauty. The general standard of accommodation is good and very well maintained. Comprehensive staff development ensures all staff are trained in key priority areas and all managers undertake accredited management training. Although a significant proportion of teachers do not yet hold teaching qualifications, plans are in place to address this. Curriculum staff

generally know the intended destination of students leaving their course, but this information is not collated systematically across the college.

33. The college has formed very strong partnerships with a broad range of organisations that provide real benefit to learners. These partnerships operate well at a strategic level and the college is a key partner in many multi-agency projects. Links with employers are strong through Train to Gain and also in many curriculum areas, although work experience is limited on some vocational courses.
34. The college's procedures for ensuring equality of opportunity are outstanding. It has clear policies covering racial equality, disability and gender. Groups of learners from minority ethnic backgrounds perform well compared to those in similar colleges. The ethnic profile of the governing body, and staff at all levels, closely matches that of the local community. Child protection and safeguarding procedures are well managed. All relevant staff have a Criminal Records Bureau check and have been trained in safeguarding procedures. CONEL meets the requirements of the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act (SENDA) 2002. All areas of the college are fully accessible to those with physical disabilities.

Sector subject areas

Health and care

Outstanding: Grade 1

Context

35. The college offers full- and part-time courses from entry level to level 4 in health, early years, counselling and care. Some 436 adult learners and 215 learners aged 16-18 are studying full-time and 527 adult learners are following part-time programmes which include national vocational qualifications (NVQs). In partnership with local schools, 20 pupils aged 14-16 are following courses at levels 1 and 2 in childcare and health and social care. Apprenticeships are offered in early years. The college offers a broad range of short courses and is a designated CoVE in care and in early years.

Strengths

- very high success rates
- very good teaching promoting high standards of care
- excellent assessment
- highly inclusive provision
- highly effective and responsive employer engagement
- excellent leadership and management.

Areas for improvement

None identified.

Achievement and standards

36. Achievement and standards are outstanding. Success rates are well above the recent national average and on many courses are consistently high. A small group of learners following an advanced apprenticeship in Youth Justice did not complete their qualification on time.
37. Learners' knowledge and understanding of theory and professional practice are very good. Learners demonstrate excellent awareness of the needs of different client groups. Employers provide very positive feedback on the high standards achieved by their employees. Attendance is in line with the college average and strategies are in place to improve this still further through support for students at risk. Punctuality is good, as is progression to higher education and employment. Students enjoy their learning and are very motivated to succeed.

Quality of provision

38. Teaching and learning are very good. Teachers are experienced and have kept up-to-date with current professional practice. Lessons are carefully planned to engage and motivate students. Teaching effectively links theory to professional practice. Students are developing skills which prepare them well for the world of work. Assessment is excellent. Work is regularly and carefully marked.

Feedback enables students to improve. NVQ assessors provide highly flexible support to meet the needs of trainees and employers.

39. The range of provision is excellent. It is highly inclusive and specifically designed to enable students to access learning at an appropriate level. The CoVE provision is instrumental in developing programmes in direct response to employer and learner needs. The college engages in an impressive range of business and community partnerships.
40. Support and guidance are excellent. The tutorial programme effectively supports learners to achieve their personal and learning goals, clearly demonstrating that every learner matters. Learners are fully aware of equality and diversity issues as well as health and safety issues.

Leadership and management

41. Leadership and management are outstanding. Strategies to improve success rates have been highly successful. Weaknesses identified in the previous inspection have been addressed fully. Self-assessment is accurate. Management of the CoVE provision is very good. Strategic planning has been highly effective in widening participation in education and employment. Employer engagement is excellent. Staff are well supported and form a cohesive and effective team. Resources and accommodation are good. The promotion of equality and diversity is excellent.

Science and mathematics

Satisfactory: Grade 3

Context

42. Mathematics courses include numeracy at levels 1, 2 and 3, pre-GCSE, GCSE, AS and A-level mathematics. Science courses include AS and A-level biology, chemistry and physics, access to higher education, entry level science and BTEC first diploma, national award and national certificate. There are around 170 students studying science with approximately equal numbers of young and adult learners. Of the 120 students studying mathematics, two thirds are adult learners. There are approximately 300 students on numeracy courses, in addition to 1,100 studying numeracy as part of other courses at the college. Around 60% of these are adult learners.

Strengths

- high success rates on certificate in science, level 2 numeracy and AS mathematics
- high retention rates on most courses
- good, well equipped specialist accommodation in science.

Areas for improvement

- low attendance rates on vocational science courses
- insufficient opportunities for work experience for students on vocational science courses.

Achievement and standards

43. Achievement and standards in science and mathematics are satisfactory. Success rates on certificate in science, level 2 numeracy and AS mathematics courses were high in 2006/07. Success rates on most other courses are around the recent national average. Students on AS and A2 courses make the progress expected of them in science, taking into account their prior attainment. In mathematics, at this level, they make good progress. In some science lessons, there are insufficient opportunities for students to develop their practical skills. Attendance rates are low on vocational science courses.
44. Retention rates on most courses are high. Retention and attendance on GCSE mathematics courses have improved, partly by recruiting students on to other, more appropriate, courses. However, the high grade pass rate for GCSE mathematics in 2006/2007 remained low at 44%.
45. The standard of students' work is satisfactory. For example, students on the GCSE mathematics course demonstrate an appropriate understanding of the values of fractions, percentages and decimals.

Quality of provision

46. Teaching and learning are satisfactory. The best lessons are well planned, with a good variety of activities. In some cases, though, teachers do not plan effectively to meet the individual needs of all students. The use of ILT is limited. Assessment is rigorous. The detailed and positive feedback on marked work helps students know what they need to do to improve. Students' progress is monitored well.
47. The range of provision, at levels 1, 2 and 3, is good and includes both vocational and academic courses. A vocational science course for students aged 14-16 is offered on a Saturday morning. Although there are visits to workplace environments to enrich the curriculum, college staff acknowledge that there are insufficient opportunities for work experience for students on vocational courses.
48. Guidance and support are good. During the induction programme, students' additional learning needs are effectively identified. Appropriate support is then provided. Academic and pastoral support is very good. Individual learning plans are comprehensive and students are aware of their targets and of their progress.

Leadership and management

49. Leadership and management are satisfactory. Mathematics and science are in two different sectors. In both cases, curriculum planning is good. Inspectors are in broad agreement with the subject self-assessment reports and with the college's judgement on the quality of teaching and learning in these curriculum areas. Staff development is good and has had a clear impact on improving teaching and learning. The flexible nature of the curriculum has attracted a wide range of learners. The specialist accommodation in science is good and well equipped.

Information and communication technology

Good: Grade 2

Context

50. The college offers computer practitioner courses at level 1 through to level 3, and part-time courses in information technology at entry level through to level 2. There are 73 full-time students aged 16-18 and 72 full-time adult learners. Including the college's franchised provision, there are 174 part-time students aged 16-18 and 329 part-time adult learners. The college's Train to Gain provision includes 15 trainees on an ICT programme. Progression from ESOL to full-time courses and from full-time courses to higher education is good.

Strengths

- very high success rate on most courses
- good use of ILT to enhance teaching and learning
- good additional support for learners
- responsive and flexible part-time adult provision
- good curriculum management to raise standards.

Areas for improvement

- poor punctuality and attendance on full-time courses
- under-developed links with industry to enrich the full-time curriculum.

Achievement and standards

51. Achievement and standards are good. Success rates on most courses are high and above the recent national average. Retention on part-time adult courses is high. The standard of practical skills is good. Learners demonstrate confidence in a range of software applications. Last year, one learner won a gold medal award at the UK 'Skills Challenge'. Learners' behaviour and enthusiasm are good but punctuality and attendance remain matters of concern in many full-time lessons.

Quality of provision

52. Teaching and learning are good. Lessons provide students with appropriate challenge. ILT is used well to enhance teaching and learning. In one lesson, for example, learners were able to create a virtual complex computer network on screen and test out the connectivity. Lessons are well planned and suitably linked to key skills and the themes of Every Child Matters. Specialist additional learning support in class is highly effective, successfully enabling learners to integrate fully into mainstream lessons.
53. The provision meets the needs, interests and aspirations of learners well. Whilst the college has very good links with employers, those with the computing industry are under-developed and this has an impact on the full-time practitioner courses. Insufficient work experience opportunities and/or visits to industry limit the extent to which learners are prepared for work within the

industry. Part-time courses are good and, with provision at different times and at a range of venues, they are highly responsive to local needs. Assessment and internal verification are fair, accurate and effective. Written work is marked well and good attention is paid to correcting spelling and grammar errors.

54. Support and guidance for learners are satisfactory. Initial assessment is effective in ensuring that learners are on the appropriate course. Additional support arrangements are sound. Individual support from teachers in lessons is good. The tutorial sessions are well planned.

Leadership and management

55. Leadership and management are good. There has been significant investment in resources for teaching and learning, the curriculum offer has been remodelled and very productive staff development has taken place. The self-assessment report is broadly accurate, although some strengths are overstated. Management information is used well to inform learner tracking, course reviews and planning. Equality and diversity are integral to all courses.

Arts and media

Good: Grade 2

Context

56. The college offers courses in art and design, performing arts and media. There are 124 students aged 16-18 and 147 aged 19 or over. In addition, 30 pupils aged 14-16 are on a young apprenticeship programme in art and design. Approximately 25% of the provision is at level one, with the remainder equally divided between levels 2 and 3.

Strengths

- high success rates
- good teaching
- wide ranging enrichment and additional learning activities
- particularly effective action to improve standards.

Area for improvement

- inadequate written assessment feedback in art and design.

Achievement and standards

57. Success rates have improved consistently in the last three years and are now good overall at 79%, above the recent national average. Success rates have improved more for adults than for those aged 16-18. In 2006/07 the adult success rate was 82% on long courses compared to 76% for younger students. Retention rates have also improved consistently and were satisfactory for younger students in 2006/07 at 85%. Retention for adults was particularly good during the same period at 93%. Success rates for young apprentices are good at 84%.
58. The standard of learners' work is satisfactory overall and there are examples of good quality work throughout the curriculum area. Learners make good progress. Progression for level 3 learners to higher education is good.
59. Learners enjoy their work and are confident, in most cases, to discuss it with staff and fellow students. They participate well in group discussions and critiques.

Quality of provision

60. Inspectors agree with the college's judgement that teaching and learning are good. The best sessions demonstrate good preparation, effective group management and often inspiring teaching. Tutors understand well the needs and aspirations of their students. Teaching is well supported by well maintained and spacious accommodation. Specialist equipment is generally fit for purpose and in video and sound production it is often of high quality. ICT resources are good in most areas with appropriate modern presentation equipment which is used well in, for example, music technology.

61. Assessment is satisfactory. Written assessment feedback is particularly detailed and informative in media and performing arts. Well considered guidance for improvement is supportive and often rich in examples. In art and design, however, written assessment feedback is inadequate with too few comments to help students improve. In a few cases, assessment feedback does not match the grade awarded.
62. The range of provision is satisfactory to meet learners' needs, with appropriate progression opportunities from introductory courses to level 3. Further development is needed, as acknowledged by college staff, in order to provide a fully responsive vocational curriculum to meet the changing needs of students and employers.
63. The programme of vocationally related enrichment across the curriculum area is good. Both pathways have wide ranging visits to, for instance, London theatres, venues, art galleries and exhibitions, as well as visiting lecturers and workshops. During the inspection, an Indian music workshop was particularly vibrant.
64. Care, advice and guidance arrangements to support learners are good. Staff know their learners well and work effectively with colleagues from the college's central support services. Initial information and guidance are satisfactory.

Leadership and management

65. Leadership and management are good. Success rates have consistently improved over three years. The curriculum offer has been considerably revised to increasingly focus on vocational education. Appropriate use is made of data and target-setting in the management of the curriculum. Staff are well qualified and value the development opportunities provided. Self-assessment is effective in identifying strengths and areas for improvement.

Business

Satisfactory: Grade 3

Context

66. Over 90% of learners are adults, mostly on part-time courses, with many on programmes relating to trade union studies. There are 178 learners on accounting courses at levels 2, 3 and 4 and 20 on an access to higher education course. Some 144 students are on introductory, first and national BTEC programmes. In addition, there are 22 enrolments on the entry level 3 course 'skills for working life'.

Strengths

- high and improving success rates on accounting courses
- very high success rates on trade union studies programmes
- good development of employability skills for learners
- very good pastoral and learning support.

Areas for improvement

- poor attendance on business courses
- insufficient use of ILT to enhance learning
- limited work placement opportunities for students aged 16-18
- low proportion of good and better teaching.

Achievement and standards

67. Achievement and standards are good. Success rates are high on NVQ accounting and trade union studies programmes. Those on trade union studies courses achieve exceptionally well across a wide range of specialist qualifications, with success rates usually at or above 98%. Students on level 3 programmes in business perform well. Retention and success rates for adult learners are higher than those for younger students. For a minority of level 1 and 2 programmes, success rates have been at or below national averages. Students generally make satisfactory progress. They develop good employability skills and the standard of their written work is satisfactory. In business classes, attendance is low and below the college's target, particularly at level 3. Punctuality remains an area for further improvement.

Quality of provision

68. Teaching and learning are satisfactory. Whilst, in some lessons, students work confidently in a disciplined fashion and at a challenging pace, in others the teaching is unimaginative, with insufficient checking of learning. ILT is not used imaginatively to engage students. Students develop good employability skills.
69. The range of provision is satisfactory and meets the needs of learners. The college offers a narrow range of programmes but with clear progression pathways. Internal progression rates are high. A small range of additional

qualifications is offered to students primarily to improve employability in financial services. Business students do not all benefit from work placements.

70. Pastoral support for students is very good. Personal tutors, teachers and college agencies readily make themselves available to help and advise students on a variety of social, emotional and financial issues. In doing so, they successfully remove barriers to study. Tutorials are well attended and well planned to ensure that learners understand the progress they have made and what they need to do to improve their work

Leadership and management

71. Leadership and management are satisfactory. Managers have been successful in raising standards in accounting and on some business courses. The alignment of business with other service industry sectors, and the introduction of Spanish lessons, is helping to improve full-time students' readiness for employment. Success rates on level 2 and 3 business courses have, however, improved little since 2005/06. Quality improvement arrangements are satisfactory at course level. The self-assessment report is largely accurate although some strengths are over-stated.

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.

		16-18				19+			
Notional Level	Exp End Year	Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
1 Long	04/05	1,346	63	62	1	3,122	65	61	4
	05/06	1,092	73	68	5	2,406	77	67	10
	06/07*	1,237	78	N/A		2,445	83	N/A	
NVQs	04/05	32	44	66	-22	32	78	71	7
	05/06	36	64	70	-6	40	83	72	11
	06/07*	19	84	N/A		34	85	N/A	
Other	04/05	1,314	63	61	2	3,090	65	61	4
	05/06	1,056	73	67	6	2,366	77	67	10
	06/07*	1,218	78	N/A		2,412	83	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.

		16-18				19+			
Notional Level	Exp End Year	Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
2 Long	04/05	885	49	61	-12	1,415	55	60	-5
	05/06	698	65	65	0	1,250	74	66	8
	06/07*	692	71	N/A		1,260	76	N/A	
GCSEs	04/05	202	48	66	-18	92	53	64	-11
	05/06	104	67	69	-2	71	63	67	-4
	06/07*	47	91	N/A		43	88	N/A	
NVQs	04/05	63	46	56	-10	184	38	62	-24
	05/06	70	63	64	-1	176	72	69	3
	06/07*	66	62			281	68		
Other	04/05	620	50	59	-9	1,114	57	58	-1
	05/06	524	65	63	2	1,003	75	65	10
	06/07*	570	69	N/A		934	79	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	643	65	66	-1	960	61	57	4
	05/06	670	68	68	0	1,006	68	62	6
	06/07*	421	73	N/A		955	79	N/A	
A/A2 Levels	04/05	103	87	85	2	53	85	74	11
	05/06	104	81	86	-5	43	93	74	19
	06/07*	68	79	N/A		35	85	N/A	
AS Levels	04/05	285	65	64	1	72	69	53	16
	05/06	268	58	64	-6	50	52	57	-5
	06/07*	105	67	N/A		43	63	N/A	
GNVQs	04/05	58	71	60	11	157	58	52	6
	05/06	36	81	68	13	184	61	54	7
	06/07*	5	60	N/A		150	67	N/A	
NVQs	04/05	3	33	54	-21	40	63	55	8
	05/06	6	67	66	1	90	67	65	2
	06/07*	5	40	N/A		74	69	N/A	
Other	04/05	194	51	57	-6	372	58	57	1
	05/06	256	71	62	9	640	75	62	13
	06/07*	238	74	N/A		457	85	N/A	

*college data

Table 4

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

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04/05	overall	3	0	48	0	34
		timely	3	0	31	0	22
	05/06	overall	11	55	53	27	44
		timely	11	45	34	27	27
	06/07	overall	37	49	N/a	49	N/a
		timely	37	49	N/a	49	N/a
Apprenticeships	04/05	overall	6	0	51	0	39
		timely	6	0	29	0	22
	05/06	overall	9	100	58	100	52
		timely	9	100	38	100	34
	06/07	overall	51	61	N/a	57	N/a
		timely	51	61	N/a	57	N/a

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

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Table 5

Success rates on level 2 work-based learning Train to Gain programmes managed by the provider/college 2007 to 2008.

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**
Train to Gain	2006/07	overall	10	10
		timely	10	10
	2007/08 (up to February, period 7)	overall	84	57
		timely	84	57

Note: 2007-08 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

- * Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- ** College/provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Table 6

Outcomes on Entry to Employment (E2E) programmes managed by the provider/college 2006 to 2008.

Year	Number of leavers in the year	Achieved objectives rate*	Progression rate**
2005/06	39	59	56
2006/07	36	58	58
2007/08 (up to period 7)	9	67	60

Note: 2007-08 data is 'part year' only and is representative of the three months or greater of the LSC contract year

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

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

Equality and diversity

2006-07	All Ethnic Groups	Asian	Black	Chinese/Other	Mixed	Not known	White
Enrolments	15456	1223	4962	746	683	783	7059
Completion Rate	93%	97%	91%	92%	90%	94%	94%
Achievement Rate	92%	94%	90%	90%	88%	92%	94%
Success Rate	86%	91%	82%	82%	80%	86%	88%
Withdrawal Rate	7%	3%	9%	8%	10%	6%	6%