

Sparsholt College, Hampshire

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; horticulture (including work-based learning); equine studies; information and communication technology (ICT); and preparation for life and work.

Description of the provider

1. In August 2007, Sparsholt College Hampshire assumed responsibility for the former Cricklade College when the Secretary of State dissolved the corporation of Cricklade College, transferring all assets and liabilities to the corporation of Sparsholt College Hampshire by way of merger. This college has two campuses; Sparsholt College and Andover College. The Sparsholt campus is situated in an extensive estate about four miles from Winchester in the Hampshire Downs. There are around 3,800 learners, most of whom are over 19 years of age and on part-time courses. Around 1,200 full-time learners aged 16 to 18 attend the

college and 330 Year 10 and 11 school pupils are on part-time vocational courses. The Sparsholt campus provides courses from entry level to foundation degree level in 10 of the sector subject areas. There are Centres of Vocational Excellence (CoVEs) in animal management and veterinary nursing; game, wildlife and countryside management and fishery studies; and in leadership and management. There are also programmes in agriculture, arboriculture engineering and forestry; equine studies; and in horticulture (including work-based learning); and sport and recreation. The Andover campus is a tertiary college and has approximately 2,500 learners on a range of further education programmes in all of the 15 sector subject areas. Around a third of the learners are aged 16 to 18 studying general certificate of education (GCE) AS, A level and national diploma programmes. The provision of courses at levels 1 and 2 is increasing and most adult learners take level 1 or level 2 courses.

2. The college as a whole has a small but growing work-based learning provision with approximately 100 trainees and a Train to Gain contract for another 100 learners. A sixth form academy and a skills and professional academy were launched at Andover College in autumn term 2007 in order to bring a clearer focus to the opportunities offered for learners in north west Hampshire and east Wiltshire.
3. Unemployment rates in central and north west Hampshire are lower than the national average. Although generally an area of some affluence, there are pockets of rural isolation and deprivation across Hampshire and in particular in the Andover area. Participation in post-16 education and training is also high in comparison to the national average and around 61% of school leavers in Hampshire achieve 5 A* to C grades at general certificate of secondary education (GCSE). In Andover, GCSE attainment is much lower and the town has a growing population of young people not in employment, education or training. The population of greater Hampshire is predominantly white British and around 2% are from minority ethnic backgrounds. The proportion of learners from minority ethnic backgrounds at the Sparsholt campus is 1.1% and 3.9% at Andover.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
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>Satisfactory: Contributory Grade 3</i>

Sector subject areas

Science and mathematics	Satisfactory: Grade 3
Horticulture	Good: Grade 2
Equine studies	Good: Grade 2
Information and communication technology	Satisfactory: Grade 3
Preparation for life and work	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

4. The overall effectiveness of provision is good. The college is well led and senior managers and governors have a clear strategic vision. The recent merger of two colleges was well managed. Communication is good and college finances are sound. Equality of opportunity is satisfactory. Learners' achievement and standards are satisfactory. However, there are areas of outstanding provision in some land-based programmes. The provision for learners aged 14 to 16 is good. Teaching and learning are good overall. Some lessons, however, do not meet the full range of needs of the learners. The college's response to meeting the needs and interests of learners and to educational and social inclusion is good. The college provides a good range of courses across a wide curriculum, especially in land-based programmes. In addition, there is good partnership working and the college engages well with local and national employers in land-based industries. Support and guidance are good. Pastoral support for learners and careers advice are good. Progression routes within the college and on to higher education are also good. Additional support for learners with diagnosed learning needs is good. Target setting and the monitoring of learners' progress is under-developed.

Capacity to improve

Good: Grade 2

5. The college demonstrates good capacity to improve. The merger of Sparsholt and Cricklade Colleges has been well managed and the leadership provided by the principal and governors is strong. Risk analysis, strategic planning and financial management are effective. Quality assurance procedures have been strengthened and major changes to the staffing and management of the college have been implemented successfully. Actions taken to improve unsatisfactory provision have been successful. The thoroughness and accuracy of the self-assessment process is satisfactory. The process is effective in identifying strengths and areas for improvement, although the strength of learners' achievement is overestimated. Procedures for grading the quality of teaching and learning are reliable.

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

6. The effectiveness of steps taken by the college to promote improvement since the last inspection is satisfactory. Two curriculum areas judged unsatisfactory at the last inspection of the former Cricklade College are now satisfactory. Achievement and standards have improved but remain satisfactory overall. Teaching and learning are now good across both college campuses. Employer engagement and partnerships continue to be very strong.

Key strengths

- very good employer engagement and partnership working
- strong strategic leadership
- good provision for 14 to 16-year-old learners
- a well managed merger
- good learning and teaching
- good additional support for learners.

Areas for improvement

The college should address:

- learners' success rates
- target setting and monitoring of learners' progress
- increasing the amount of teaching that meets the needs of all learners.

Main findings

Achievement and standards

Satisfactory: Grade 3

Contributory grade:

Learners aged 14 to 16

Good: Grade 2

7. Achievement and standards are satisfactory overall. Success rates for learners on long courses improved in 2006/07 but overall success rates are satisfactory. Key skills success rates have improved and, overall, have been above national averages for the past four years. On the Sparsholt campus, success rates for adult learners have improved and were good in 2006/07. For learners aged 16 to 18, success rates at level 1 and level 3 were satisfactory. At level 2 they improved and were good. At levels 1 and 3 retention rates improved and were good in 2006/07. Achievement rates were also satisfactory. Although improved over the past two years, achievement for learners aged 16 to 18 was mainly at the national average. In 2006/07 achievement rates for adults on level 2 and level 3 programmes improved and were good. Achievement on some courses in agriculture, fishery studies and equine studies has been consistently good over the past three years.
8. Success rates in 2006/07 at the former Cricklade College were broadly satisfactory. In 2006/07 success rates for learners aged 16 to 18, at level 1, improved to above the national average. However, they were below the national average for adult learners. At level 2, success rates were broadly satisfactory. For learners aged 16 to 18 success rates at level 3 were well below national average, but improved to above national average for adult learners. Retention rates were broadly satisfactory for long courses at all levels. Levels 1 and 2 achievement rates on long courses improved in 2006/07 and were above the national average. However, achievement for learners aged 16 to 18 at level 3, mainly GCE A and AS programmes, was well below the national average. Level 3 achievement for adult learners was broadly at the national average. In the January 2008 module examinations for AS and A level at the Andover campus, achievement for learners aged 16 to 18 improved markedly and A to E grade pass rates were 95%. In addition, some vocational courses at level 2 and art and design programmes have shown consistently good examination pass rates over the past two years.
9. Success rates for part-time school pupils aged 14 to 16 are good and over half the courses in 2006/07 had 100% pass rates. In addition, progression on to further study from these programmes is good. Success rates for work-based learning apprentices have improved and were good in 2006/07. Those on horticulture programmes constitute 73% of the trainees and in 2006/07 framework completion was 68%, 11 percentage points above the national average.
10. Each year learners from across a range of land-based courses enter national competitions and achieve good results. For example, learners were recently awarded a bronze medal at the Chelsea Flower Show and a gold medal for the UK Landscape Skills Challenge.

11. Attendance is broadly satisfactory. Progression to further and higher education and employment is good, particularly on land-based programmes.

Quality of provision

Good: Grade 2

12. Inspectors agreed with the judgement in the self-assessment report that teaching and learning are good. Rigorous initial assessment ensures learners and their teachers have high expectations. Learners respond well to the challenges teachers set them and develop skills of independent learning. Information learning technology (ILT) is well developed and includes a virtual learning environment. Learners enjoy the opportunity to work independently whilst using information technology (IT) when the support of subject specialists is available. Teachers are well prepared, use effective questioning techniques and manage learners well. Learners gain good practical skills in horticulture, equine and sport. In some lessons, poor planning, insufficient challenge or unclear lesson outcomes inhibit learners' progress. Lessons do not always meet the full range of individual needs. Tasks set within a small minority of key skills classes do not engage learners.
13. Resources for teaching, including accommodation, are good. Considerable capital investment has meant that virtually all classrooms are well equipped with data projectors which teachers use well to support learning. The study centres are well equipped with computers which learners use effectively for independent learning. Specialist facilities are good, particularly in horticulture, fisheries and the sixth form centre at the Andover campus.
14. The initial assessment of learners' additional literacy and numeracy needs is good. The college makes good use of learning support assistants (LSAs) to provide individual classroom support for learners with difficulties and/or disabilities (LDD). However, the use of LSAs to support group activities in lessons is under-developed. Assessment and internal verification practices are good, although targets set by teachers to enable learners to improve their work vary across the college. Learners' progress is carefully checked and well managed on work-based learning programmes.
15. The range of programmes and activities to meet the needs and interests of learners is good. The college provides good progression routes in many areas of the curriculum which enable learners to follow coherent pathways from level 1 to level 3 and beyond. The college plays a leading role in providing education and training for land-based industries in southern England. Social and educational inclusion are good. The range and quality of provision for learners aged 14 to 16 are good. Learners achieve well and progression into further education and training is also good. Collaboration with local schools is strong and the college takes the lead in the development of specialist diplomas in two 14 to 19 consortia. Very good links with employers and land-based industries add value to learning opportunities and help shape the development of new provision. The curriculum at Andover has been reconfigured to increase choice and better meet the needs of learners in north west Hampshire. Learners on land-based courses enjoy a wide range of enrichment opportunities and

additional qualifications which increase their skills and employability.

Enrichment is less well developed on AS and A level programmes, but action is being taken to remedy this. While progression from level 2 to level 3 courses is good overall, the college recognises that there is an uneven spread of level 1 provision across the subject areas and is taking appropriate action.

16. Guidance and support are good. Good initial information, advice and guidance ensure that learners are recruited on to the right course at the right level. Comprehensive induction arrangements help learners settle quickly into their courses and life at college. Poor attendance, punctuality and behaviour are tackled effectively. Support for learners with additional learning needs is good. Effective systems are in place to identify and meet their needs promptly. The vast majority of learners who receive additional support complete their courses successfully. Good impartial careers information, advice and guidance, provided in partnership with Connexions, help learners make informed choices about the next steps in education, training or employment. Learners value the expertise and advice of their tutors.
17. Insufficient focus on target setting, monitoring and reviewing the progress of learners was an area for improvement at the last inspection and remains so. The use of value added data to set clear and challenging targets is rudimentary. The college's recent evaluation of the tutorial system showed that a minority of group sessions were unsatisfactory, due to poor planning. The Every Child Matters themes have been incorporated well into the new pastoral curriculum.

Leadership and management

Good: Grade 2

Contributory grade:

Equality of opportunity

Satisfactory: Grade 3

18. Leadership and management are good. The merger of Sparsholt and Cricklade Colleges has been managed well. Strong leadership is provided by the principal and well informed governors. The risks and benefits of establishing a new institution were analysed well and actions for improvement have been clearly identified and prioritised. Strategic planning is effective. Good use has been made of transition funding to achieve early, tangible improvements at Andover. Major re-structuring of the staffing of the college and the appointment of new senior and middle managers have been particularly well managed and staff morale is high. Communication across both campuses is good. Partnership working continues to be a major strength of the college and has been used very effectively to forge constructive relationships with stakeholders in Andover.
19. Management information is now more accurate and new systems for processing data have been established since the merger. Managers and course tutors have easy access to the information they need to improve performance. Actions to improve unsatisfactory provision identified at Andover by the last inspection have been successful. Clear quality assurance procedures are in place but their implementation has not been consistently effective in driving up standards across the college. This weakness was identified by Sparsholt College prior to the merger and was a key consideration in the appointment of senior and

middle managers following restructuring. However, these staffing changes have not yet had sufficient time to impact fully on learners' achievements. Procedures for observing teaching and learning are understood by staff and a wide range of opportunities are provided for them to improve their practice. Specific support for teachers to help meet their development needs is not provided with sufficient urgency. Self-assessment is generally accurate in identifying strengths and areas of improvement but overestimates the strength of learners' achievement.

20. Governance is good. Senior managers and governors work closely together, providing both support and challenge, and make good use of their expertise and experience to set the strategic direction of the college. Governors have been heavily involved in developing the mission and values of the new college and have been careful to preserve the strengths of the previous institutions. Governors monitor the financial and academic performance of the college carefully. Financial management is strong and there is ongoing investment in resources and accommodation. With broadly satisfactory success rates, the college provides satisfactory value for money.
21. The college provides an inclusive and safe environment. Health and safety arrangements are well managed and much attention is paid to ensuring learners adopt safe working practices. The procedures for safeguarding learners meet government requirements. Policies for the protection of children and vulnerable adults are in place and appropriately implemented, including CRB checking and careful recording. Governors are aware of their responsibilities.
22. Equality of opportunity is satisfactory. Staff training focuses well on promoting equality and on raising learners' awareness of cultural and other differences. The college meets its obligations under race equality, disability and gender equality legislation. The performance of different groups of learners is monitored and almost all areas of the college are accessible to those with limited mobility.

Sector subject area

Science and mathematics

Satisfactory: Grade 3

Context

23. Examined qualifications in science and mathematics are only offered at the Andover campus. GCE AS and A level courses are available in mathematics, further mathematics, biology, chemistry, physics, environmental science and science for public understanding. An applied science national diploma was introduced in 2007. GSCE subjects offered are mathematics and biology and a free-standing mathematics qualification. There are 255 learners aged 16 to 18 on full-time courses. Most of the 88 adults are part-time. Around two thirds of all learners are studying at level 3 and the rest are on level 2 programmes.

Strengths

- high retention rates
- high success rates on level 2 mathematics courses
- effective use of a broad range of activities to consolidate learning
- good management action to secure improvement.

Areas for improvement

- low success rates on GCE A level courses in 2006/07
- low progression rates between AS and A level subjects in 2006/07
- underdeveloped use of target setting for individual learners
- insufficient sharing of good practice in teaching and learning.

Achievement and standards

24. Achievement and standards are satisfactory. Success rates at the former Cricklade College were low across the range of GCSE and GCE A level courses, as acknowledged by the self-assessment report. The proportion of high grade passes for AS and A level subjects is also low. In 2006/07, success rates were high for GSCE human biology, mathematics and the free-standing mathematics qualification. Retention rates are high for the majority of courses, particularly for adult learners. The current performance of A level learners shows improvement. In-year retention and January 2008 modular results have improved.
25. Progression rates for learners between AS and A level, and on to higher education, are low. Learners' attendance has improved and is now satisfactory. Learners work with enthusiasm and they reach a good standard of work. The atmosphere in lessons is purposeful and learners work well in groups, providing support for each other.

Quality of provision

26. The quality of teaching and learning has improved and is now satisfactory. Teachers have good subject knowledge that is used to enable learners to make good progress. A wide variety of activities is used to consolidate learning, including puzzles, card games, quizzes and crosswords in both science and mathematics. The use of ILT has improved and teachers use it effectively to extend learners' understanding. The assessment of learners' work is good; marked work contains useful comments to help learners improve.
27. The range of provision is satisfactory. A new vocational course was introduced for this academic year. More enrichment activities are now in place to enliven the curriculum, including field trips for science learners.
28. Support and guidance for learners are satisfactory. Target setting for individual learners is under-developed and insufficient use is made of value added data. Minimum target grades are set, based on the previous GCSE score of the learner, but few other measurable targets are in place to track progress.

Leadership and management

29. Leadership and management are satisfactory. As identified in the self-assessment report, managers take vigorous action to raise standards. Staff meet regularly to discuss learners' progress but there is insufficient sharing of good practice. This was identified as a weakness by the last inspection. Improved admissions advice is available to learners and the entry criteria have been raised and are appropriate. Equality of opportunity is satisfactorily promoted.

Horticulture

Good: Grade 2

Context

30. Full- and part-time courses in horticulture, from entry to level 3, are offered. There are 80 full-time and 156 part-time learners. Sixty of the full-time learners are aged 16 to 18. Thirty four part-time learners aged 14 to 16 take a level 1 qualification. Of the 88 work-based learners, 65 are on apprenticeships and 23 on advanced apprenticeship training. Most of these apprentices are following a sports turf option.

Strengths

- high success rates on level 1 and 2 programmes
- good enrichment activities
- highly effective practical activities on first and national diploma courses
- well developed and productive links with industry
- good teaching resources
- effective tracking and monitoring of work-based learners.

Areas for improvement

- low success rates on level 3 programmes
- inflexible off the job training on work-based learning programmes.

Achievement and standards

31. Achievement and standards are good. Success rates are good on levels 1 and 2 programmes. On horticultural skills tests and on the first diploma, success rates are well above the national average. Work-based learning framework success rates have improved considerably and are now above the national average. However, in 2006/07 the success rate for national diploma in horticulture was below the national average. The college identified this as a weakness in the self-assessment report and actions to improve the success rate have been implemented. In-year retention has improved and attendance is good.

Quality of provision

32. Teaching and learning are good. Practical teaching is good and learners' needs are identified and addressed. Learners benefit from extensive practical experiences. They landscape areas of the Sparsholt campus each week. In a minority of lessons teachers talk too much and learners are passive. Teachers make insufficient use of the recently purchased ILT facilities to enhance learning. Assignments are vocationally relevant and internal verification thorough. Some target setting is too narrowly focused on assignment deadlines. In work-based learning, assessment is well managed and challenging targets are set enabling learners to make rapid progress.
33. Personal and vocational support for learners is good. Group tutorials are used well to provide pastoral support relating to health and personal welfare.

Learners are provided with many prestigious enrichment opportunities, including involvement with the design and construction of a Chelsea Flower Show garden, the UK Landscape Skills competition, international visits and outward bound activities. The college has developed good links with industry. There are good quality work placement opportunities, machinery demonstrations and employers are able to contribute to curriculum content. There are good community links through learners' involvement in environmental improvement projects. Progression to further study within the college and on to higher education is good.

Leadership and management

34. Leadership and management are good. Resources for practical teaching are good and include industry standard machinery, good hard landscape facilities and excellent laboratory facilities. Assessment schedules, action plans and management reports for work-based learning programmes are well recorded and monitored electronically. Work-based learning activities for block or day release off the job training are implemented too rigidly and do not always consider individuals' learning needs. The self-assessment report is broadly accurate in identifying the strengths and weaknesses of the provision. The promotion of equality and diversity is satisfactory.

Equine studies

Good: Grade 2

Context

35. Provision consists of full-time courses at first, national diploma and undergraduate level. There are currently 15 learners on first diploma and 122 on national diploma courses. Most learners take British Horse Society examinations as additional qualifications. There is a dedicated equine centre on the Sparsholt campus. Almost all full-time learners are female and aged 16 to 18.

Strengths

- good development of riding and practical skills
- effective use of resources to support learning
- innovative development of key skills e-portfolios
- good progression to higher level courses and employment.

Areas for improvement

- low retention on first diploma in horse care
- insufficient attention to meeting individual learning needs in teaching.

Achievement and standards

36. Achievement and standards are good. Full-time courses had 100% pass rates in 2006/07. Success rates on the national diploma have been above the national average for the past three years. Retention rates are satisfactory overall. However, retention on the first diploma course has declined over the last two years and was below the national average in 2006/07. In-year retention for current learners shows significant improvement; 84% of the second year National Diploma learners and 95% of the first year National Diploma learners are still in learning.
37. Learners develop a high standard of riding and practical skills. The programme of riding, stable management and yard duties effectively prepares learners for employment. There are missed opportunities for second year national diploma learners to take additional responsibilities on the yard. Achievement of additional qualifications, including British Horse Society stage tests and riding and road safety examinations, is good. Progression is good. All national diploma learners completing in 2007 progressed into employment or higher education.

Quality of provision

38. Teaching and learning are good. Teachers use the equine resources well to support learning. Good links are developed between theory and practice and learners make good progress. There is innovative development of key skills e-portfolios which has enabled learners to progress well. Teachers use the college intranet well to share learning resources. There is substantial use of ILT in teaching. Insufficient attention is given to meeting the needs of all learners in

lessons. Some activities fail to challenge more able learners and insufficient attention is paid to meeting needs of dyslexic learners in theory lessons.

39. The college has a satisfactory range of full-time courses in horse care from level 2 to degree level. There is no work-based learning. Provision for learners aged 14 to 16 is good and there are well developed links with local schools. The programme of industry visits, visiting speakers and study tours is comprehensive.
40. The guidance and support of learners are good as is their assessment and monitoring of progress. Tutors are responsive to the individual needs of learners. Individual tutorials focus well on progress. However, the effectiveness of action planning varies; some learners have demanding targets, others are insufficiently challenging.

Leadership and management

41. Leadership and management are good. Teachers are well qualified and make good use of their vocational experience in lessons. Communication is effective. Actions taken to improve retention, including improved initial assessment, have led to significant improvement this year. Equality of opportunity is satisfactorily promoted. There are few male learners and the full-time prospectus does not effectively promote male role models. The self-assessment report accurately identified the key strengths and areas for improvement. However, the strength of the provision was over-stated.

Information and communication technology

Satisfactory: Grade 3

Context

42. Full-time computer practitioner courses at level 2 and level 3, and part-time courses at level 1 through to level 3, are offered. Learners work towards a range of awards, including national certificate and diploma, the European computer driving licence (ECDL), computer aided design and other user qualifications. There are currently 64 full-time learners aged 16 to 18, of whom 22% are female, and around 160 part-time adult learners.

Strengths

- high success rates on the first diploma
- significant development in ILT to enhance teaching and learning
- good management actions to effect improvement.

Areas for improvement

- insufficient range of provision at level 1 for full-time learners
- insufficient use of target setting to monitor learners' progress
- under-developed links with industry to enrich the full-time curriculum.

Achievement and standards

43. Achievement and standards are satisfactory. In 2006/07 the success rate on the first diploma was high. However, on the certificate in ICT it was unsatisfactory and well below the national average. Pass rates on full-time 16 to 18 courses were good in 2006/07. On the ECDL too many learners left the course before completing it. For those learners that did complete, the pass rate was very good. Learners develop good practical skills and show confidence in using a range of software applications. Learners' behaviour and punctuality are good, but attendance in some lessons is low. There is good progression on the full-time courses to higher education and employment.

Quality of provision

44. Teaching and learning are satisfactory. There has been significant development in ILT since the last inspection which has enhanced teaching and learning. Interactive teaching materials, including quizzes and animations, are effectively used to reinforce learning. Website design and current commercial websites are used, along with examples of animated graphics and colour choices, to help learners make progress with their studies. Lessons are well planned and linked to key skills and the themes of Every Child Matters. Assessment and internal verification are fair, accurate and effective.
45. Overall, the needs and interests of learners are satisfactorily met. The range of part-time provision is good. There is insufficient provision at level 1 for full-time learners. Links with industry are under-developed for the full-time practitioner courses. Learners do not benefit from work experience or visits to industry.

46. Support and guidance for learners are satisfactory. Initial assessment ensures learners are placed on appropriate courses and additional support arrangements are effective. Individual support from teachers in lessons is good, but there is insufficient use of target setting to monitor learners' progress. The tutorial sessions are well planned and attendance is satisfactory.

Leadership and management

47. Leadership and management are good. Management actions to effect improvement since the last inspection have been effective. In-year retention has improved. Significant investment in resources, staff restructuring, a remodelled curriculum and staff development in new technology have taken place. The self-assessment report is accurate, although some strengths are over-stated. There is a structure of regular meetings and communication across all levels is good. The actions to improve retention show an in-year improvement. Equality of opportunity is satisfactory.

Preparation for life and work

Good: Grade 2

Context

48. Part-time courses in literacy, numeracy and English for speakers of other languages (ESOL), from entry to level 2, are offered to approximately 500 learners at the Andover campus. Key skills application of number and communication are offered at both campuses to 1,277 learners. Additional literacy and numeracy support is provided to approximately 500 learners.

Strengths

- high success rates in application of number level 1 and communications level 2 in 2006/07
- high success rates in ESOL at levels 1 and 2
- effective literacy and numeracy learning support
- good management action to improve key skills provision.

Areas for improvement

- low success rates on level 2 adult literacy and numeracy part-time courses
- insufficient focus on individual learners' needs and monitoring of progress.

Achievement and standards

49. Achievement and standards are good. Key skills application of number and communication success rates improved in 2006/07 and have been above national averages for four years. At the Sparsholt campus achievement in key skills at level 2 has markedly improved since the last inspection. At the Andover campus rates have improved and are satisfactory at level 2 for application of number. Success rates are also high on ESOL courses at levels 1 and 2, with learners successfully achieving the full qualification. However, success rates on level 2 adult literacy and numeracy part-time programmes are unsatisfactory and below national average.
50. The standard of learners' work is satisfactory. Learners at all levels work hard, apply themselves with effort to their tasks and improve their skills. Attendance and punctuality are satisfactory overall. Attendance varies on adult literacy, numeracy and ESOL part-time provision at Andover.

Quality of provision

51. Teaching and learning are good. Learning is well managed and learners benefit from regular checks and consolidation. The variety of tasks and those activities which use ICT help to engage and motivate learners. However, a minority of teaching is insufficiently challenging or linked to the vocational course requirements. In adult provision, some activities do not always meet the full range of ability and skills.

52. Additional learning support, focused on development of literacy and numeracy skills, is effective at the Sparsholt campus. Young learners benefit from intensive support for completion of key skills portfolios and preparation for national tests. Learning plans are detailed and effective regular reviews take place. Learners at Andover also benefit from effective in-class support. Learning support assistants support learners with additional learning support needs well.
53. The focus on individual learners' needs and monitoring of progress is insufficient. The outcomes of initial and diagnostic assessment are insufficiently used to set targets and to monitor progress. Target setting is good in adult literacy and numeracy but weak in ESOL. Extension activities, particularly for learners who could be prepared for level 3 studies, are insufficient. Good practice in target setting and the use of individual learning plans for part-time adult learners is inconsistently applied.
54. Support and guidance for learners are satisfactory. Initial assessment is effective and ensures correct placement of learners. A good range of specialist support is provided for those with learning difficulties and/or disabilities. Induction arrangements are satisfactory.

Leadership and management

55. Leadership and management are good. Accommodation and resources at Andover centre have improved. Communication is good and improved across the college.
56. Management action to improve key skills is good. A detailed key skills strategy and effective management have secured recent improvements in provision. Improved initial assessment, portfolio management and on-line tracking systems have contributed to improvement. College internal verification arrangements have improved and are good. The self-assessment reports are detailed, evaluative and broadly accurate. Equality of opportunity is good.

Learners' achievement

Table 1a: Sparsholt College data

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 success rate %	National Success rate %	diff	Starts - transfers	college success rate %	National Success rate %	diff
Long level 1	04/05	456	56	65	-9	317	32	62	-30
	05/06	425	79	78	1	72	61	64	-3
	06/07*	317	78			88	82		
GNVQs and precursors	04/05				0				0
	05/06				0				0
	06/07*				0				0
NVQs	04/05	46	80	60	20	3	33	71	-38
	05/06	62	81	72	9	3	67	62	5
	06/07*	88	77			12	58		
Other	04/05	410	53	66	-13	314	32	62	-30
	05/06	363	79	78	1	69	61	64	-3
	06/07*	229	78			76	86		

* college data (validated and produced using proprietary software)

Table 1b: Andover college data (incorporating the former Cricklade college data)

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 success rate %	National Success rate %	diff	Starts - transfers	college success rate %	National Success rate %	diff
Long level 1	04/05	393	54	65	-11	699	49	62	-13
	05/06	304	68	69	-1	344	62	65	-3
	06/07*	331	74			238	60		
GNVQs and precursors	04/05	4	100	68	32	1	100	64	36
	05/06	7	100	72	28				
	06/07*	10	70						0
NVQs	04/05	48	31	68	-37	6	0	66	-66
	05/06	44	52	72	-20	5	60	74	-14
	06/07*	38	89			1	0		
Other	04/05	341	57	64	-7	692	50	62	-12
	05/06	253	70	69	1	339	62	65	-3
	06/07*	283	72			237	60		

* college data (validated and produced using proprietary software)

Table 2a: Sparsholt College data

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 success rate %	National Success rate %	diff	Starts - transfers	college success rate %	National Success rate %	diff
Long level 2	04/05	439	77	68	9	256	58	62	-4
	05/06	409	76	73	3	350	59	65	-6
	06/07*	421	81			231	67		
GNVQs and precursors	04/05	32	78	73	5	27	78	73	5
	05/06	44	64	77	-13	33	67	72	-5
	06/07*	52	75			29	76		
NVQs	04/05	7	43	52	-9	25	56	56	0
	05/06	5	20	52	-32	40	70	62	8
	06/07*	7	29			49	71		
Other	04/05	400	78	69	9	204	55	63	-8
	05/06	360	79	75	4	277	56	66	-10
	06/07*	362	83			153	63		

* college data (validated and produced using proprietary software)

Table 2b: Andover College data (incorporating the former Cricklade college data)

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 success rate %	National Success rate %	diff	Starts - transfers	college success rate %	National Success rate %	diff
Long level 2	04/05	424	62	61	1	870	55	60	-5
	05/06	447	58	66	-8	555	62	66	-4
	06/07*	493	65			502	69		
GCSEs	04/05	222	67	64	3	112	79	63	16
	05/06	176	64	68	-4	116	72	67	5
	06/07*	158	70			99	71		
GNVQs and precursors	04/05	27	78	67	11				
	05/06	19	79	69	10	1	100	67	33
	06/07*	9	100			3	100		
NVQs	04/05	17	6	57	-51	165	48	61	-13
	05/06	83	29	65	-36	201	51	68	-17
	06/07*	102	56			152	76		
Other	04/05	158	59	61	-2	593	52	60	-8
	05/06	169	63	66	-3	237	67	65	2
	06/07*	224	63			248	63		

* college data (validated and produced using proprietary software)

Table 3a: Sparsholt College data

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 success rate %	National Success rate %	diff	Starts - transfers	college success rate %	National Success rate %	diff
Long level 3	04/05	421	62	69	-7	218	47	57	-10
	05/06	429	67	74	-7	344	50	59	-9
	06/07*	482	68			233	50		
GNVQs and precursors	04/05	22	0	61	-61	74	53	45	8
	05/06					164	59	58	1
	06/07*					93	58		
NVQs	04/05					8	100	50	50
	05/06					17	47	47	0
	06/07*					10	70		
Other	04/05	399	66	68	-2	136	40	59	-19
	05/06	429	67	73	-6	163	41	61	-20
	06/07*	482	68			130	42		

* college data (validated and produced using proprietary software)

Table 3b: Andover College data (incorporating the former Cricklade college data)

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 success rate %	National Success rate %	diff	Starts - transfers	college success rate %	National Success rate %	diff
Long level 3	04/05	1372	70	68	2	444	51	58	-7
	05/06	1087	63	70	-7	433	55	63	-8
	06/07*	841	66			439	69		
A/A2 Levels	04/05	391	85	86	-1	43	74	69	5
	05/06	286	85	87	-2	30	83	72	11
	06/07*	152	86			35	77		
AS Levels	04/05	727	62	66	-4	96	48	52	-4
	05/06	552	54	67	-13	84	62	55	7
	06/07*	485	59			85	62		
GNVQs and precursors	04/05	69	57	60	-3	7	43	54	-11
	05/06	13	85	66	19				
	06/07*				0				0
NVQs	04/05	7	29	63	-34	171	44	56	-12
	05/06	10	40	71	-31	202	52	63	-11
	06/07*	25	64			175	76		
Other	04/05	178	72	60	12	127	56	59	-3
	05/06	226	58	65	-7	117	49	64	-15
	06/07*	179	72			144	63		

* college data (validated and produced using proprietary software)

Table 4a: Sparsholt College data

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	2	0%	48%	0%	34%
		timely	2	0%	31%	0%	22%
	05/06	overall					35%
		timely					28%
	06/07	overall					37%
		timely					31%
Apprenticeships	04/05	overall	40	63%	51%	35%	39%
		timely	31	6%	29%	6%	22%
	05/06	overall	53	55%	58%	55%	52%
		timely	49	20%	38%	20%	34%
	06/07	overall	45	69%	65%	56%	61%
		timely	39	44%	47%	36%	44%

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

* College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Table 4b: Andover College data (incorporating the former Cricklade college data)

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	1	0%	48%	0%	34%	
		timely	1	0%	31%	0%	22%	
	05/06	overall	3	66.7%			33.3%	35%
		timely	4	25%			0	28%
	06/07	overall	8	87.5%			37.5%	37%
		timely	7	100%			42.9%	31%
Apprenticeships	04/05	overall	14	0%	51%	0%	39%	
		timely	14	0%	29%	0%	22%	
	05/06	overall	25	32%	58%	32%	52%	
		timely	26	23.1%	38%	23.1%	34%	
	06/07	overall	21	47.6%	65%	33.3%	61%	
		timely	20	40%	47%	35%	44%	

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

* College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Table 5: Data for both campuses of Sparsholt College

Outcomes on Entry to Employment (E2E) programmes managed by the college 2006 to 2007

Year	Number of leavers in the year	Progression rate *
2005/06	51	62%
2006/07	41	63%

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

- Equality and diversity: Sparsholt College

Ethnic Group	All ethnic groups	Asian	black	Chinese	Any Other	Mixed	White	Unknown	Total
Enrolments	42	4	2	5	7	24	3515	79	3636
Completion rate (%)	81%	0%	50%	80%	100%	92%	90%	92%	90%
Achievement rate (%)	88%	0%	0%	100%	71%	95%	87%	88%	87%
Success rate (%)	71%	0%	0%	80%	71%	88%	78%	81%	78%
Withdrawal rate (%)	19%	100%	50%	20%	0%	8%	10%	8%	10%

Equality and diversity: Andover College

Ethnic Group	All ethnic groups	Asian	black	Chinese	Any Other	Mixed	White	Unknown	Total
Enrolments	193	47	26	34	42	44	3753	41	3987
Completion rate (%)	89%	87%	88%	94%	95%	82%	81%	76%	82%
Achievement rate (%)	72%	68%	78%	59%	73%	81%	82%	68%	82%
Success rate (%)	64%	60%	69%	56%	69%	66%	67%	51%	67%
Withdrawal rate (%)	11%	13%	12%	6%	5%	18%	19%	24%	18%

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