

East Surrey College

Inspection report

Provider reference 130824

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Contents

Background information.....	3
Summary of grades awarded	5
Overall judgement.....	6
Key strengths and areas for improvement.....	7
Main findings	9
Sector subject area reports	13

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: construction, planning and the built environment; hairdressing and beauty therapy; arts, media and publishing; independent living and leisure skills; and business administration and law.

Description of the provider

1. East Surrey College is a medium sized general further education college situated on the northern side of Redhill in the borough of Reigate and Banstead. The main site is located at Gatton Point in Claremont Road.
2. The college provision mostly consists of vocational and skills for life courses at entry or levels 1, 2 and 3, in 13 sector subject areas (SSAs). It no longer offers general certificate of education (GCE AS) or A-level provision but continues to offer a small number of GCSE subjects. Approximately 3,500 LSC-funded learners attended accredited courses at the college in 2007/08.

3. The college attracts learners mainly from East Surrey, Croydon and West Sussex. Most learners are adults but a higher proportion of full-time equivalent (FTE) learners are aged 16 to 18. Approximately 14% of learners are from a minority ethnic heritage. The largest proportion of FTE learners attend courses in preparation for life and work; arts, media and publishing; engineering; and construction. In addition to provision offered at the main site, approximately 5,066 part-time adult and community learners attend LSC-funded provision at East Surrey College and 1,942 attend adult and community learning provision which the college subcontracts to the Workers' Educational Association (WEA). The college also offers accredited programmes for over 500 pupils aged 14 to 16, a very small number of apprenticeships and a growing proportion of recently started Train to Gain provision.
4. The population of Reigate and Banstead is approximately 132,300. Unemployment is lower than for the south east generally. Most employment is in the service industries such as hotels and restaurants. The proportion of people who hold a National Vocational Qualification (NVQ) 2 or above is higher than the south east or nationally. The proportion of Surrey pupils achieving five GCSE passes at A*-C grades including English and mathematics is higher than the national average.
5. The college's mission is 'providing inspirational, high quality education and training which meets the needs of individuals, employers and our local communities'.

Summary of grades awarded

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

Sector subject areas

Construction, planning and the built environment	Satisfactory: Grade 3
Hairdressing and beauty therapy	Satisfactory: Grade 3
Arts, media and publishing	Good: Grade 2
Independent living and leisure skills	Good: Grade 2
Business administration and law	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Good: Grade 2

6. Overall effectiveness of provision is good. Achievement and standards are good. The college has significantly improved the overall success rate, excluding key skills, for long and short courses to above the national average for similar colleges. Learners on level 1 long courses and adults on accredited adult and community learning and long level 3 courses achieve high success rates. Pupils aged 14 to 16 attending courses at the college achieve outstanding results. Generally the standard of learners' work is high and learners enjoy their studies. Attendance at the main college site is satisfactory although poor punctuality disrupts some sessions. Overall long course success rates at level 2, including apprenticeship framework completion rates, are no better than satisfactory.
7. The quality of provision is good. Teaching and learning are good. The college continues to improve teaching and learning and accurately evaluates the quality of teaching sessions. It has successfully reduced inadequate and improved satisfactory teaching. The identification and provision for additional learning needs is good. Key skills are successfully integrated with learners' main studies.
8. The college programmes meet the needs and interests of learners and the local community well. Social and educational inclusion is good. A wide range of learners from different backgrounds attend and achieve well at the college overall. Employers' needs are met well. Enrichment is satisfactory. Adult and community learning provision is good.
9. Support for learners is good. The college advises and guides learners well towards courses which suit their needs and supports them well in settling onto learning programmes. The college promotes healthy and safe lifestyles well in tutorials. However, target setting in individual learning plans in a minority of curriculum areas is insufficiently focused.
10. Leadership, management and governance are good. Strong leadership has provided clear and shared strategic direction. The college has successfully raised the achievement and aspirations of learners. Senior managers monitor and evaluate performance well. The large majority of learners achieve their qualifications. The college has a number of productive partnerships. Communication internally and externally is particularly good. The college is working efficiently to improve the accommodation and the learning experience for all learners. Promotion of equality of opportunity is good. The college needs to improve quality improvement planning in curriculum areas following self-assessment.

Capacity to improve

Good: Grade 2

11. The college demonstrates good capacity to improve. This matches the college's most recent self-evaluation. Leaders and managers have a consistently good record of setting and meeting targets, significantly improving the proportion of learners achieving their qualifications. The college is ambitious and committed to improving the success rates of learners further. Quality assurance and the self-assessment process are good. The self-assessment report is broadly accurate and realistic. All aspects of the college's work are included but the self-assessment of work-based learning is underdeveloped. Quality assurance arrangements are comprehensive and effective. Course reviews are thorough and managers use data confidently. Quality improvement planning at curriculum level is of variable quality and not always used effectively following self-assessment. Financial controls are strong and the college's financial position is satisfactory. Performance monitoring is particularly good and used effectively. Resources are at least satisfactory and a complete re-build of the college campus is progressing well. Governors carry out their duties diligently and provide a good level of challenge to senior managers.

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

12. The college has made good progress since the last inspection. Success rates are significantly improved including those identified at the previous inspection in 2005 as areas for improvement: level 1 long courses; 16 to 18; and key skills. Inspectors now identify two key strengths in achievement and standards where none existed at the previous inspection. College success rates are improved to above the national average for similar colleges in 2006/07. Curriculum grades are either maintained or improved. Most strengths identified at the previous inspection have been maintained. The college has made good progress in addressing areas for improvement and most have been resolved. The introduction and integration of Every Child Matters themes in tutorial work is particularly successful. Teaching and learning are now good. The college's financial position has improved considerably. Links with employers are strengthened and the college responds effectively to changing local needs and national priorities. Punctuality and attendance are improved but remain a problem for the college in a minority of curriculum areas.

Key strengths

- outstanding success rates for pupils aged 14 to 16 on college programmes
- high success rates on level 1 courses
- good teaching and learning
- good support for learners
- good educational and social inclusion
- good and productive partnership working
- strong and aspirational leadership
- good promotion of equality of opportunity.

Areas for improvement

The college should address:

- satisfactory success rates on level 2
- attendance and punctuality in a minority of curriculum areas
- insufficiently well focused target-setting in individual learning plans for a minority of curriculum areas
- quality improvement planning at curriculum level following self-assessment.

Main findings

Achievement and standards

Good: Grade 2

13. Achievement and standards are good which accurately reflects the college's most recent self-assessment report. Overall success rates are above the national average of 2006/07 for similar colleges. College data for 2007/08 show the overall success rate excluding key skills at 80% which represents considerable improvement over a four year period. Currently, long course success rates for learners aged 16 to 18 and adults at level 1 are high. Long course success rates at level 2 are satisfactory. Long course success rates at level 3 are high for adult learners and satisfactory for learners aged 16 to 18. Short course success rates are high at levels 1 and 3 and satisfactory at level 2. Success rates overall for key skills have improved significantly and are satisfactory at 64% in 2007/08.
14. Males and females achieve their qualifications equally well. Male long course success rates are significantly improved. Overall, a high proportion of learners from minority ethnic groups achieve their qualifications. Success rates for learners aged 16 to 18 and adults receiving additional support are high. Learners with learning difficulties and/or disabilities on non-accredited courses achieve their learning objectives well.
15. Success rates for school pupils aged 14 to 16 undertaking qualifications at the college are outstanding. Adult and community learners' achievement and standards are good. Success rates for adult and community accredited courses are high. Adult learners' standards of work are high. Learners achieve their learning objectives well on non-accredited provision. Achievement and standards on apprenticeships are satisfactory. Learners achieve satisfactory completion of apprenticeship frameworks but low completion for advanced apprenticeships; however, there is only a small number of learners on these programmes.
16. The standard of learners' work generally is high. The college accurately evaluates good skills attainment as a strength in many curriculum areas. Learners achieve good practical skills, particularly on hairdressing and beauty, and art, design and media and construction programmes. Learners make satisfactory progress compared with prior attainment overall. Progression between course levels is low. Attendance is satisfactory. However, learners' punctuality is poor in some sessions and lateness is not sufficiently challenged.

Quality of provision

Good: Grade 2

17. The quality of provision is good. Teaching and learning are good. The college's most recent self-assessment identifies the quality of teaching and learning accurately. Teaching and learning sessions are mostly good; a significant improvement since the previous inspection when teaching and learning were satisfactory. However, there is still too much satisfactory teaching and learning in construction, business administration, and hair and beauty. The college is

taking appropriate steps to improve the quality of teaching in these curriculum areas.

18. In the best sessions teachers implement good strategies to motivate learners and develop their skills to a high standard. Teachers are knowledgeable and use their recent commercial and vocational experience well in lessons. Generally teachers use information and learning technology (ILT) well to add value to learning. Most assessment of learners' work is fair and accurate. In a few curriculum areas too much teaching remains that is no better than satisfactory. Teachers do not change the pace of sessions, take too long to introduce a change of activity or insufficiently individualise learning to challenge learners' different abilities.
19. The majority of learners receive clear feedback from teachers on how to improve their work. Individual target setting in learning plans is generally good but insufficiently well focused in a minority of curriculum areas. Work-based learning assessment planning is thorough and the college has clearly defined internal verification procedures. Key skills are integrated well with the curriculum and are vocationally relevant and contextualised.
20. The identification of and provision for meeting learners' additional learning needs are good. Initial assessment is particularly effective and is generally completed prior to learners' initial course interviews. The college provides a wide range of prompt support for those with additional learning needs. Learners consider the support they receive is good. Learning support assistants are used effectively and communicate well with teachers.
21. The college's response to meeting the needs and interests of learners is good. The range of provision is broad and matches community needs well. The college works productively with schools and organisations in the community. Educational and social inclusion is good. A good range of courses is provided for pupils aged 14 to 16, for learners with moderate to severe learning difficulties and disabilities, mental health service users, and the frail and elderly. The proportion of learners of black and minority ethnic heritage is much higher than in the local community. Learners make a positive contribution to the community. Their preparation to achieve economic well-being is satisfactory. Employer links are well focused and productive in around half of curriculum areas but there are insufficient opportunities for work experience. Activities such as external speakers and educational visits are successful and well received but there are insufficient cross-college sporting and cultural activities.
22. Guidance and support for learners are good. Initial advice and guidance is impartial and helps learners to choose suitable courses which meet their needs and aspirations. Informative open days are provided throughout the year. Parents and carers attend induction evenings and receive regular reports about their children's progress. Induction is well planned and helps learners to settle into college life quickly. Specialist support is tailored to learners' needs and teachers are provided with helpful guidance about effective strategies which can be used in lessons. Learners from all backgrounds feel safe and well cared for. Tutorials provide learners with good advice about being healthy and also

about personal and social education. Personal welfare and financial support are good and highly valued by learners. Counselling services, a sexual health clinic and advice on personal problems are available regularly. Careers advice and information are provided effectively. Learners are supported well when applying to university or preparing for employment. A successful scheme helps supported learning learners into employment.

Leadership and management Good: Grade 2

Contributory grade:

Equality of opportunity *Good: Grade 2*

23. Leadership and management are good. Strong and aspirational leadership has been effective in improving the college's performance. Success rates have risen significantly and rapidly. Managers and leaders are ambitious in their aspirations for the college and committed to improving learners' achievement. Curriculum management is at least satisfactory and much is good. Communication is particularly good and information is frequently shared. The principal is an open and approachable leader and the college has a strong culture of mutual respect. The college listens closely to the views of its learners. Strategic planning is good and clearly focused. Management information is accurate and used well. Performance monitoring is very good. The college has worked hard to improve managers' confidence in the use and interpretation of data.
24. Governance is good and the college benefits from the range of governors' skills and experience. Governors know the college well and monitor its work closely. They contribute well to strategic planning and challenge leaders and managers appropriately.
25. Financial management is strong. The college has recovered well from a financial deficit and is now in a satisfactory financial position. The college offers good value for money.
26. The college works productively with a wide range of partners. Excellent links exist with a large number of schools and good provision exists for pupils aged 14 to 16 on college courses. The partnership with the WEA is particularly effective. The college uses its partnerships very well to share good practice and develop its own provision.
27. The college has an accurate view of the overall quality of teaching and learning. Training for observers and moderation of judgements are thorough. Most teachers receive detailed written and verbal feedback and clear action plans are identified. There are strong links between lesson observation, appraisal and the planning of staff development.
28. Accommodation and facilities are broadly satisfactory and some specialist areas are good. Currently, the campus is being completely re-built. Temporary teaching accommodation is good. The college has continued to invest in

teaching resources and equipment which can be transferred to the new teaching areas. The building programme is being particularly well managed to minimise disruption to learners.

29. Quality assurance procedures are systematic, thorough and comprehensive. Managers closely scrutinise all aspects of the college's work. The arrangements for quality assurance are communicated effectively through a range of well written toolkits and handbooks. Self-assessment is largely accurate and realistic. Quality improvement planning at curriculum level following self-assessment is less well developed. Targets set are often broad and insufficiently defined. Progress reviews of the quality improvement plan do not always make the best use of data to confirm progress made. In some curriculum areas insufficient attention is paid to analysing areas for improvement and identifying their cause. This has been recognised by the college.
30. The promotion of equality of opportunity is good. The college has appropriate policies and action plans in place to meet its statutory responsibilities with regards to gender, disability and race equality and has made good progress in implementing them. College course inductions effectively develop learners' knowledge and understanding of equality and diversity. Arrangements for equality of opportunity are satisfactory in work-based learning. The college meets government safeguarding requirements for children and vulnerable adults. The college is accessible for those with restricted mobility. Social and educational inclusion is good.
31. The performance of different groups of learners is monitored closely and analysed for the college as a whole. Action is prompt and effective when issues are identified. The college implements the Skills for Life strategy well. Learners receiving support for literacy, numeracy and language achieve well.
32. The college has developed strong links with community groups and widened participation successfully. For example, adult and community learning provision is good. It has significantly exceeded its targets for the participation of learners from hard to reach groups such as the frail and elderly.

Sector subject area

Construction, planning and the built environment Satisfactory: Grade 3

Context

33. Currently, 771 construction learners, of whom 484 are part time, attend construction provision comprising of electrical installation levels 2 and 3, craft courses in trowel and wood occupations levels 1 to 3 and decorative occupations to level 2. The college also offers a national diploma and higher national certificate in construction and Train to Gain programmes. Approximately 40% of learners are aged 16 to 18. One hundred pupils from 11 local schools study an introductory diploma or foundation construction award.

Strengths

- high success rates on most level 3 courses
- high standard of learners' practical work
- accurate and evaluative use of data and self-assessment.

Areas for improvement

- low success rates at level 2
- poor attendance in many lessons
- insufficient good or better teaching.

Achievement and standards

34. Achievement and standards are satisfactory. Success rates for most courses at level 3 are high, whilst success rates at level 2 are low. As at the previous inspection, pass rates on many courses are high. Success rates for adults have improved and are satisfactory. However, success rates for learners aged 16 to 18 have declined significantly below the national average in 2007/08. Key skills success rates have improved significantly and are now satisfactory.
35. The standard of learners' practical work is high. School pupils develop good and useful decorating skills, whilst learners on technician courses demonstrate high standards in the use of computer-aided design software. Learners develop valuable employability skills in the building crafts and electrical workshops.
36. Attendance is poor in many lessons, as at the previous inspection. In 2007/08 attendance was significantly below the college target. Attendance at tutorials is good.

Quality of provision

37. The quality of provision is satisfactory. Teaching and learning overall are satisfactory. However, there is insufficient good or better teaching. Teachers are knowledgeable and provide effective support for learners. In better lessons

teachers use a broad range of activities to involve and challenge learners; for example, improving learners' presentational and information technology (IT) skills during well designed research projects. Learning objectives are clear, lessons are well paced and learners' understanding is checked frequently. In weaker lessons teachers provide insufficient variety in teaching strategies. Individual learning plans contain insufficiently focused targets. The use of technology and the college's virtual learning environment is underdeveloped in theory lessons.

38. Assessment of practical and written work is accurate. Progress monitoring is systematic and well recorded. In some practical lessons, teachers do not encourage learners sufficiently to self-assess their work.
39. The range of provision is satisfactory to meet learners' and employers' needs. Progression is good from level 1 to level 2. Responsiveness to employers' requests for additional specialist courses is good.
40. Advice, guidance and support are good. The identification of additional learning support needs is timely and well provided. Tutorials are good at promoting well-being.

Leadership and management

41. Leadership and management are satisfactory. Data are used well to plan improvement, course reviews are thorough and self-assessment is accurate. Appropriate strategies exist to improve provision, with early indicators of success. Staff are appropriately qualified and appraisal adequate. Resources are satisfactory and the space is well managed during the present new build. Equality of opportunity is satisfactory.

Hairdressing and beauty therapy

Satisfactory: Grade 3

Context

42. Currently, 140 full-time and 144 part-time learners attend entry level to level 3 courses in hairdressing, beauty and holistic therapies. The college also offers provision for 96 school pupils aged 14 to 16 at level 1 and 36 work-based learners. Approximately half of all learners study hairdressing and most are aged 16 to 18.

Strengths

- good framework completion on apprenticeship programmes
- high success rates on NVQ level 3 beauty therapy
- good standards of learners' practical work on most courses
- good target setting and monitoring of learners' progress
- good academic and pastoral support for learners.

Areas for improvement

- low retention rates on NVQ levels 1 and 2 in hairdressing
- declining success rate on NVQ level 1 beauty therapy
- uninspiring teaching in some lessons
- outdated hairdressing salons.

Achievement and standards

43. Achievement and standards are satisfactory. The timely completion rate of apprenticeship frameworks is good. Beauty therapy level 3 success rates are high although those at level 1 have declined and are below the national average. Beauty therapy level 2 and hairdressing level 3 success rates are satisfactory. Pass rates on Indian head massage and Swedish massage courses are good. Key skills success rates are satisfactory. Hairdressing retention rates are low at NVQ levels 1 and 2.
44. The standard of learners' practical work is good. Learners make good progress towards completing their qualification. Learners on most hairdressing and beauty courses demonstrate well developed practical skills. They work collaboratively and independently to provide good client care in beauty therapy. The commercial skills of level 3 hairdressing learners are underdeveloped.

Quality of provision

45. The quality of provision is satisfactory. Teaching and learning are satisfactory. In the better lessons, teachers provide a variety of stimulating activities and use resources well. Most teachers effectively question learners' understanding and promote a safe and positive learning environment. However, some sessions are uninspiring, insufficiently planned and unimaginative.

46. Target setting and monitoring of learners' progress are good. Targets are challenging and well understood by all learners. Learners are aware of the progress they make and generally meet their skills and learning objectives. The identification and provision for additional needs is good.
47. Programmes and activities are satisfactory in meeting learners' needs and interests. The college provides a good programme offer from entry level to level 3. However, there are currently no formal work experience arrangements.
48. Advice, guidance and support are good. Academic and pastoral support is good. All learners receive good personalised support from vocationally qualified staff. The college matches learners skilfully to individualised unit-based courses designed to suit specific learning needs and abilities and improve learners' employment prospects. Reception and technical staff are efficient and supportive.

Leadership and management

49. Leadership and management are satisfactory. Recent changes to management responsibilities are appropriate and the management of work-based learning is effective. The most recent self-assessment report is broadly accurate. Quality improvement arrangements are satisfactory. The curriculum area has addressed most areas for improvement from the previous inspection well. However, the lack of stimulating teaching remains in some lessons and level 2 hairdressing retention rates, previously high, have declined. Equality of opportunity is satisfactory. Beauty salons and teaching rooms are spacious and well presented. However, hairdressing salons are outdated and lack sufficient displays of stimulating commercially relevant hairdressing and beauty therapy imagery.

Arts, media and publishing

Good: Grade 2

Context

50. At the time of inspection 260 full-time learners and 67 part-time learners attended art, design and media courses, 40 of whom are adults. The college provides courses in art and design with specialist pathways in graphic design, fashion and textiles, fine art, design and photography. It also offers a certificate in graphic design, a diploma in foundation studies in art and design and a national diploma in media.

Strengths

- high success rates on art and design courses
- high standard of learners' work
- good teaching, learning and support
- successful enrichment activities
- good leadership and management.

Areas for improvement

- low retention rates on the national diploma in media
- poor punctuality.

Achievement and standards

51. Achievement and standards are good. Success rates on the introductory diploma, national diploma in art and design and the diploma in foundation studies are high. Pass rates are high on the certificate in graphic design and the first diploma in art and design. However, retention rates on the national diploma in media are low.

52. Standards of work are high. Learners are successfully encouraged to work independently and develop individual styles. They make good progress and demonstrate high levels of exploration and research skills. Key skills in communication and information technology (IT) are improving. However, poor punctuality exists in some lessons and learners miss briefings and reviews. Attendance is low in a minority of lessons. Some learners have a poor grasp of key concepts and have a limited specialist vocabulary.

Quality of provision

53. The quality of provision is good. Teaching, learning and support in sessions are good. Learners are highly motivated, appropriately challenged and clearly enjoy their studies. Lesson plans are comprehensive and used well. Assessment and internal verification are good. Learners speak highly about the constructive feedback and support provided by specialist teachers and support staff. The range of resources is good and teachers use technology particularly well. Individual learning plans are satisfactory. Learners use notebooks insufficiently to record learning in lessons.

54. Programmes meet the needs of learners well. The college provides an extensive range of courses and additional activities, including visits to galleries, guest speakers and overseas trips. Learners also undertake commercial projects and additional studies in graphic design, life drawing and photography. Several learners have been successful in national art and design competitions. Timetabling is generally well planned and managed.
55. Advice, guidance and support are good. Learners receive good information and are helped to settle onto courses well. Tutorials are good. Learners benefit and speak highly of the support they receive.

Leadership and management

56. Leadership and management are good. Roles and responsibilities are well understood by managers and communication between managers and teachers is good. Regular meetings take place and managers monitor course performance well. Managers receive timely and accurate management information and are confident in setting and using targets.
57. The self-assessment report is detailed, self-critical and accurate. Managers make good use of learner surveys. Annual appraisal of staff is good and a variety of professional development activities has helped them to keep up-to-date in specialist vocational areas. Equality of opportunity is good. Teachers promote cultural diversity well in the curriculum. All areas are accessible to those with restricted mobility. Teachers have good knowledge of Every Child Matters themes and include them in project briefs. Outcomes relating to learners staying safe and achieving economic well-being are particularly good. The standard of accommodation is good.

Independent living and leisure skills

Good: Grade 2

Context

58. Currently 430 mainly adult learners attend programmes for learners with learning difficulties and disabilities. The provision is offered at pre-entry, entry and level 1, for 25 learners aged 16 to 18 and 23 adults on full-time programmes. One hundred and twenty adult learners are enrolled on part-time college courses. In addition, 262 learners attend adult and community learning (ACL) provision contracted to the college. Courses are provided in the day and evening at the college and a variety of venues in the community.

Strengths

- good teaching and learning
- good individual and personal support
- good curriculum management.

Areas for improvement

- inappropriate accommodation for some learners.

Achievement and standards

59. Achievement and standards are satisfactory. Success rates for skills for working life qualifications have improved by 65% over three years and are satisfactory. Short course success rates are above national rates. Learners achieve their learning objectives well in ACL provision.
60. The development of practical skills for learners with learning difficulties and/or disabilities is good. Learners work well and show a good deal of independence in practical lessons. They are confident in applying their skills.

Quality of provision

61. The quality of provision is good. Teaching and learning are good. All lessons are planned well and include Every Child Matters themes and learners show a good understanding and recall of these, and of their application to everyday life. Teachers use a good range of appropriate learning activities that meet the needs of individuals. Teachers develop learners' literacy and numeracy skills well through stimulating activities. Learners are involved and enthusiastic about their learning and contribute positively to skilfully led discussions. Teachers manage learners with difficult behaviour well.
62. Assessment and monitoring of learners' progress are good. Individual learning plans have precise targets for each lesson which is fully understood by learners. Learners' targets are integrated well into lesson planning, are regularly monitored and reviewed, and learners understand the progress they are making.

63. The range of programmes from pre-entry to level 1 is satisfactory. Progression rates are satisfactory and progression is well monitored.
64. Guidance and support for learners are good. Induction is good. Individual and personal support is good including the management of support activity in lessons. Learners' needs are carefully assessed and support is appropriately matched to individual need on both college and ACL provision.

Leadership and management

65. Leadership and management are good. Curriculum management is good. Target setting on individual learning plans is implemented and monitored well. College success rates are significantly improved over a three year period. Thorough observation arrangements have improved the quality of teaching and learning and the sharing of good practice. The self-assessment report is appropriately self-critical and accurately reflects the provision. Managers positively promote the themes of Every Child Matters and equality and diversity in lessons. Communication between teaching, support staff, curriculum leaders and managers is good. Project and partnership work is good. Governors are well informed about initiatives for learners. Accommodation and resources are satisfactory overall. However, accommodation for some learners with profound and multiple difficulties is inappropriate and too cramped. Current temporary accommodation of courses for independent living skills lacks clear access to some resources.

Business administration and law

Satisfactory: Grade 3

Context

66. The college offers full-time business programmes from level 1 to level 4 and a small range of part-time provision. At the time of the inspection there were 185 learners on programme. Of these, 95 learners are full time and mostly aged 16 to 18. The 90 part-time learners are mainly adults.

Strengths

- high success rates for first diploma in business and certificate in book-keeping at level 1
- very high success rates on key skills
- good pastoral support for learners.

Areas for improvement

- low success rate on foundation in business
- poor punctuality in many lessons
- insufficient challenge for some learners in lessons.

Achievement and standards

67. Achievement and standards are satisfactory. Success rates for the first diploma in business and the certificate in book-keeping at level 1 are high. In 2007/08 success rates were 87% and 74% respectively. Key skill success rates are very high. Communication and application of number success rates for 2007/08 were approximately 95% and information technology is 71%. The success rate for the foundation in business is low. Introduced in 2007/08, the course experienced low retention and the success rate was 53%. Overall attendance and progression is satisfactory. However, punctuality is poor in many classes. The college has recognised this as an area for improvement.
68. Most learners develop satisfactory business skills, particularly in communication and team work. The standards of learners' work is at least satisfactory.

Quality of provision

69. The quality of provision is satisfactory. Teaching and learning are satisfactory. Teachers use their knowledge and experience well to improve learning. Teaching methods are varied. Some tutors' use of interactive learning technology is particularly effective. Learners have good opportunities to work on personal computers during lessons. There is insufficient challenge for more and less able learners. Much use is made of independent research during lessons via the internet. However, insufficient guidance is given on which websites are of most use.

70. The identification of learners with additional learning needs is timely and support is effective. Learning support assistants provide particularly effective support in lessons. Assessment practice is thorough and learners' progress is well monitored. The quality of assessment feedback is satisfactory. However, some teachers do not inform learners sufficiently how to improve.
71. The range of programmes since the previous inspection has been developed to further meet the needs of learners and is satisfactory overall. However, there is insufficient breadth of professional provision.
72. Advice, guidance and support are satisfactory. Pastoral support for learners is good. The college Every Child Matters timetable is well integrated with the business tutorials and curriculum. Learners state that tutors are particularly effective at supporting those with personal issues. Information, advice and guidance are satisfactory. Individual learning plans are satisfactory. Targets are set for improvement at regular intervals, although many targets are the same for a learner group and provide insufficient challenge to motivate individual learners.

Leadership and management

73. Leadership and management are satisfactory. Since the previous inspection success rates have improved and are now generally in line with the national average. Teaching and learning observations accurately reflect the current standard of teaching and learning. The promotion of equality of opportunity is good. Quality assurance is satisfactory. The self-assessment report generally reflects the findings of the inspection.

Learners' achievement

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 1	05/06	500	72	69	3	1925	65	65	0
	06/07	603	83	74	9	667	82	70	12
	07/08*	523	83	N/A		710	83	N/A	
NVQs	05/06	43	74	72	2	6	0	74	-74
	06/07	34	71	75	-4	7	100	75	25
	07/08*	33	76	N/A		11	73	N/A	
Other	05/06	457	72	69	3	1919	65	65	0
	06/07	569	84	74	10	660	81	70	11
	07/08*	480	84	N/A		696	83	N/A	

* college data

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 2	05/06	700	70	66	4	661	66	66	0
	06/07	587	71	70	1	347	66	69	-3
	07/08*	578	68	N/A		455	70	N/A	
GCSEs	05/06	64	72	68	4	22	86	67	19
	06/07	43	74	71	3	42	62	70	-8
	07/08*	45	71	N/A		40	83	N/A	
GNVQs/ AVCEs	05/06	11	64	69	-5	4	50	68	-18
	06/07	4	75	73	2	12	75	71	4
	07/08*			N/A				N/A	
NVQs	05/06	108	56	65	-9	71	61	68	-7
	06/07	117	69	68	1	47	70	69	1
	07/08*	119	64	N/A		91	58	N/A	
Other	05/06	517	73	66	7	564	66	65	1
	06/07	423	71	70	1	246	65	69	-4
	07/08*	395	68	N/A		307	74	N/A	

* college data

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2006 to 2008, compared with the national rates for colleges of a similar type.

Notional Level	Exp End Year	16 to 18				19+			
		Starts - Transfers	College Rate	National Rate	Diff	Starts - Transfers	College Rate	National Rate	Diff
All Long - Level 3	05/06	587	67	71	-4	257	78	64	14
	06/07	473	67	73	-6	186	81	68	13
	07/08*	359	76	N/A		297	84	N/A	-
A/A2 Levels	05/06	31	97	87	10	7	100	72	28
	06/07	12	58	87	-29	4	50	76	-26
	07/08*	---	---	---	-	---	---	---	-
AS Levels	05/06	45	64	67	-3	1	100	55	45
	06/07	17	59	69	-10	2	0	59	-59
	07/08*	---	---	---		---	---	---	-
GNVQs/AVCEs	05/06	49	65	66	-1	7	71	57	14
	06/07	33	73	59	14	8	88	59	29
	07/08*	---	---	---	-	---	---	---	-
NVQs	05/06	20	85	71	14	37	84	63	21
	06/07	22	68	74	-6	22	73	69	4
	07/08*	---	---	---	---	---	---	---	---
Other	05/06	442	65	65	0	205	76	64	12
	06/07	389	67	70	-3	150	84	69	15
	07/08*	312	74	N/A		263	83	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	72	65	48	47	34
		timely	72	65	31	47	22
	05/06	overall	65	23	53	18	44
		timely	67	22	34	18	27
	06/07	overall	17	18	64	12	58
		timely	20	5	43	0	37
Apprenticeships	04/05	overall	25	52	51	44	39
		timely	22	18	29	18	22
	05/06	overall	42	50	58	50	52
		timely	35	34	38	34	34
	06/07	overall	23	61	65	61	61
		timely	22	50	47	50	44

* 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 (ILR)

Table 5

Learners' achievement in accredited ACL funded provision

Success rates on accredited level 1 and 2 qualifications, by length, expected end year and age, 2007 to 2008, compared with the national rates for GFE colleges.

Notional Level	Exp End Year	19+		
		Starts – Transfers	College Rate	National Rate
1 Long	06/07	101	50	68
	07/08*	172	87	N/A
2 long	06/07	58	66	71
	07/08*	97	79	N/A

* ACL college data