

# Fareham College

Inspection report

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## Background information

### Inspection judgements

#### Grading

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

Further information can be found on how inspection judgements are made at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of this inspection, inspectors took account of: the provider's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC) or other funding body, and where appropriate the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: health, public services and care; hairdressing and beauty therapy; crafts, creative arts and design; foundation for learning and life, and business, administration and law.

## Description of the provider

1. Fareham College is a small general further education (FE) college located on the western outskirts of Fareham. It serves a population of almost 200,000 in the boroughs of Fareham and Gosport in south-east Hampshire. Around 76% of young people stay in education after age 16. Most attend one of three general FE colleges or three sixth form colleges in south and south-east Hampshire. There is one local school with a sixth form and also a number of training providers in the area.
2. The economic activity rate across the area is higher than the county average and unemployment is relatively low at around 1%. However, there are substantial variations with the highest unemployment in areas with high proportions of young people. Both boroughs have some areas of significant deprivation and relatively low attainment by pupils in secondary schools.
3. The college offers courses in 14 of the 15 sector subject areas, although numbers in some are low. Its main focus is on vocational provision. The college has recently begun work-based learning and Train to Gain programmes; however, it is too early to judge the effectiveness of these programmes. Around 300 pupils aged 14 to 16, from 12 partner schools, attend vocational courses delivered by the college. In 2007/08 there were 2,946 learners on roll, of whom 59% were full-time and about 42% were adults. Just under 3% of college students are from minority ethnic groups. This is slightly above the ethnic profile of the local community.
4. The college's mission is to 'develop the full potential of all our students and learners through outstanding teaching and support services'.

## 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>Good: contributory grade 2</i>

### Sector subject areas

Health, public services and care	Good: Grade 2
Hairdressing and beauty therapy	Outstanding: Grade 1
Crafts, creative arts and design	Good: Grade 2
Foundation for learning and life	Satisfactory: Grade 3
Business, administration and law	Good: Grade 2

## Overall judgement

Effectiveness of provision

Good: Grade 2

*Contributory grades:*

*Learners aged 14 to 16*

*Outstanding: grade 1*

5. The effectiveness of provision is good. Achievement and standards are satisfactory. Success rates have increased significantly since the last inspection and are now around the national average. Students develop high levels of practical and vocational skills and the standard of their work is good. The achievement of students aged 14 to 16 is outstanding. The college has taken appropriate action to improve key skills success rates, and these have risen considerably to above average. Student retention and attendance are improving and are now satisfactory, although retention rates on many long courses are not yet high enough.
6. Teaching and learning are good and are exemplified by well planned lessons which offer students a wide range of activities that challenge and motivate them. Assessment and review of students' progress are generally good, although this varies across subjects. The college's response to meeting the needs and interests of students and to educational and social inclusion is good. The range of courses for students aged 14 to 16 is outstanding. High participation in the broad range of college-wide and curriculum-based enrichment activities helps develop students' personal and vocational skills. Guidance and support for students are good and outstanding for students aged 14 to 16. Students benefit from good initial assessment, pastoral and additional learning support, and from a wide range of welfare services.
7. Leadership and management are good. Sound procedures for quality assurance, including lesson observation and self-assessment, are leading to continuing improvement in students' performance. The promotion of equality of opportunity is good. The standard of accommodation varies but is good overall, including some that is outstanding. Governors provide strong challenge and support to the senior leadership team.

Capacity to improve

Good: Grade 2

8. The college's capacity to improve is good. Despite a significant reduction in staffing since the last inspection, success rates have improved steadily, and enrolments have increased considerably. Quality assurance systems and their effectiveness are good. Self-assessment is generally accurate in identifying strengths and areas for improvement. The college has a realistic view of the quality of teaching and learning, which has been maintained against a background of uncertainty for the future. The financial position of the college has improved and financial management is now good. Whilst exploring merger options, governors and senior managers have established a firm foundation for the continuing development of the college as an independent institution.

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

9. The college has made good progress since the last inspection. The financial position of the college is much improved. Overall success rates have improved steadily. Comprehensive quality assurance procedures have been established and self-assessment is effective in identifying areas for improvement. Course reviews however, continue to be of variable quality. Students are supported well. The assessment of students' work is now generally good. Tutorial support is good, and target-setting for students is helping them to improve their performance. The college has established good links with a range of employers but has not yet fully exploited local opportunities.

### Key strengths

- good standard of students' work on vocational courses
- high achievement and progression by students aged 14 to 16
- good teaching in many areas
- outstanding provision in hairdressing and beauty therapy
- high participation in stimulating enrichment activities
- good support for students
- strong leadership
- strong educational and social inclusion.

### Areas for improvement

#### *The college should address:*

- success rates for adults and for students on AS and A-level courses
- retention rates on many long courses
- the checking of students' learning in lessons
- the quality and impact of course reviews.

## Main findings

Achievement and standards

Satisfactory: Grade 3

*Contributory grades:*

*Learners aged 14 to 16*

*Outstanding: grade 1*

10. Students' achievements and standards are satisfactory. This is lower than the college's self-assessment. Success rates have improved consistently since the last inspection, and are now around the national average for students aged 16 to 18, although still below for adults. On most long courses success rates have improved, except those for adults at level 3, which have declined. All are now around national averages. Success rates for courses at level 1 improved by about 8 percentage points in 2007/08 for both age groups. Rates for students aged 16 to 18 in receipt of additional support are above the college average, although those for adults are lower. For all long courses, success rates of females are higher than for males, as is seen nationally, but there are no significant differences between other groups of students. Rates on short courses improved to above national averages for students aged 16 to 18, but fell for adults to below average. Success rates for the first year of the Train to Gain programme were very good, but the cohort size was small.
11. Success rates vary across curriculum areas. They are particularly high in information technology (IT), education and training, and hairdressing and beauty therapy. However, in construction, and in A and AS level courses in science and mathematics, English and humanities, success rates are low, although these are a small part of the college's provision. Both retention and pass rates have improved overall and are now satisfactory, although they vary between subjects and by age groups.
12. The standard of students' work is good, and outstanding in hairdressing and beauty therapy. Students develop good work-related skills which help them achieve economic well-being. Although student attendance at lessons is around average, it has shown recent improvements. Students enjoy their learning and training, and their awareness of health and safety is good.
13. Key skills success rates have improved significantly to above national averages, and show further improvement in the present year. Achievements for students aged 14 to 16, and the standard of their work, are outstanding, with a high number of students progressing from school to college courses.

Quality of provision

Good: grade 2

*Contributory grades:*

*Learners aged 14 to 16*

*Outstanding: grade 1*

14. The quality of provision is good, in agreement with the college's judgement. Teaching and learning are good overall, but the quality varies across subjects. Most lessons are planned well and have clear objectives and learning



outcomes. However, these are not always explained well to students. Most teachers make good use of a particularly effective range of teaching and learning approaches to challenge, motivate and engage the interest of students to develop skills to a high standard. Students respond well by producing a high standard of work; they gain in confidence, and speak articulately and assuredly about their work. However, in some lessons teachers use underdeveloped questioning techniques and checking of students' learning and progress is insufficient. Access to computers is good and information and learning technologies (ILT) are used well in some subjects to improve teaching and learning. Key skills are integrated well into lessons in most vocational areas; students enjoy these lessons and make good progress.

15. The lesson observation scheme is well developed. Managers use outcomes from observations promptly to prepare action plans to improve teachers' performance. However, observations focus too much on the activities of the teacher rather than on what students are learning and the progress they are making. There is a comprehensive staff development programme, much of which is based on training needs identified through lesson observations.
16. Formal assessment is carried out effectively. Routine marking of student work and feedback are satisfactory overall. Target-setting for students is good. In most curriculum areas, students know and understand their targets, and can describe how to achieve them. However, in a few areas, target-setting is not sufficiently robust and targets are poorly prepared and reviewed.
17. The college's response to the needs and interests of students and employers is good. The college offers a broad range of vocational courses with good progression routes. Recruitment to the recently introduced Train to Gain programmes and apprenticeships is growing rapidly. The college engages well with employers and partners in the local community, although links with employers in a few curriculum areas are limited.
18. There is high participation in the extensive range of college-wide activities that contribute well to students' enjoyment and well-being. In most curriculum areas there is also a wide variety of enrichment activities to complement students' courses and to improve their personal skills. Students have many opportunities to be involved in college decisions and their views are valued.
19. The college's approach to social and educational inclusion is good. Managers are particularly active in the local 14 to 19 partnership to encourage under-represented students into education and training, and in the development of future 14-19 Diplomas. The college has strong and productive links with local schools and offers an outstanding range of taster courses and vocational courses for students aged 14 to 16.
20. Support for students is good, and outstanding for those aged 14 to 16. Staff are enthusiastic, caring and compassionate, and students speak highly of the support they receive. Systems to identify additional learning needs are particularly thorough and issues are identified quickly. The uptake of support

for those identified with additional learning needs is high and students receive support promptly. Success rates for students aged 16 to 18 in receipt of additional support are above the college average. However, support for work-based students is less well organised, and that for adults is less effective. The college does not routinely check the progress made by students in receipt of support for literacy and numeracy, or by those with sensory and physical disabilities.

21. Students have good access to a wide range of personal support. Induction is thorough for students who start in September. However, it is insufficiently detailed for those who start late. Group tutorials are structured well and are purposeful, although there is insufficient tutorial support for part-time adults. Themes such as equality and diversity, healthy living and personal safety are promoted well. There are comprehensive arrangements for information, advice and guidance.

Leadership and management

Good: Grade 2

*Contributory grades:*

*Equality of opportunity*

*Good: grade 2*

*Learners aged 14 to 16*

*Outstanding: grade 1*

22. Leadership and management are good. This judgement differs from the college's self-assessment of outstanding. Strong leadership is provided by the principal and senior managers. Since the last inspection, financial deficits have been addressed well and staffing reductions implemented effectively. Despite uncertainty concerning proposed merger arrangements, enrolments have increased considerably and student success rates have improved steadily. Students are supported well with good attention to the needs of individuals, although retention and achievement rates are still to improve to above national averages. The college's positive commitment to provision for students aged 14 to 16 is clear. As a result, these courses enjoy high status within the college. Day to day operational management is outstanding, enabling courses to run smoothly and effectively. Senior managers are open and approachable. Communication across the college is good, as is staff morale.
23. Governance is good and clerking arrangements are sound. Governors work well with senior managers, providing both support and challenge in setting the direction of the college. Strategic planning and management are good and the principal and governors have diligently pursued merger options, whilst successfully establishing firmer foundations for the college to continue to function as an independent institution. Governors monitor students' outcomes and the financial position of the college carefully and, despite financial constraints, have made prudent investment in accommodation and resources. In the context of student success rates that reflect the national average, the college provides satisfactory value for money. Accommodation and resources are mostly of a good standard and are outstanding in hairdressing and beauty therapy.

24. Arrangements for quality assurance are good and the college has comprehensive quality assurance procedures. Management information is accurate and easily accessible to staff. Arrangements for lesson observation are well established and accurately assess the overall quality of teaching and learning, although the impact of teaching on student's learning is not always considered sufficiently. Where teaching is unsatisfactory support is provided but decisive action is taken if teachers fail to improve. Self-assessment is accurate in identifying strengths and areas for improvement across the college and in most departments. However, data are not used consistently in course reviews. Staff are provided with a good range of training and development opportunities. Curriculum management is mostly good but varies across the college, ranging from satisfactory to outstanding.
25. The college has appropriate policies and procedures for safeguarding children and vulnerable adults, and meets current government requirements. Staff and students have good access to advice and support on child protection matters and child protection training courses are held regularly. Students rightly report that the college provides a safe and welcoming environment for learning.
26. Equality of opportunity is good and senior staff are committed to promoting equality and diversity. The college meets its obligations under race equality, disability and gender equality legislation. A single equality scheme is in place and the implementation of action plans is monitored closely and features clearly in self-assessment procedures. Swift action is taken to deal with any incidences of harassment or bullying.
27. A good range of education and training opportunities are provided for students of differing abilities, including vulnerable young people and those with disrupted educational backgrounds. The college actively seeks to enrol students from disadvantaged areas, and good support is provided to help students achieve their potential. Diversity is actively celebrated and promoted through a wide range of cross college activities including the college tutorial programme. The extent to which diversity is promoted through the curriculum is variable, with good examples in hairdressing and beauty therapy and health and social care.

## Sector subject areas

Health, public services and care

Good: Grade 2

### Context

28. The college offers full- and part-time courses in health and social care, child care and public services from levels 1 to 3. There are currently 175 students, mostly aged 16 to 18, on full time courses in health, social care and childcare and 77 on public services programmes. There are 63 adults studying part-time for national vocational qualifications (NVQs) in childcare, and 16 students aged 14 to 16 on young apprenticeship programmes in childcare.

### Strengths

- high success rates on many courses
- much good teaching and learning
- good development of practical and vocational skills
- high participation on stimulating enrichment opportunities in public services
- good support for students
- good leadership and management.

### Areas for improvement

- retention rates on a minority of courses
- the development of independent study skills in lessons
- the quality of a minority of course reviews.

### Achievement and standards

29. Students' achievements are good. Success rates are high on many courses. Retention rates, however, are low on the national diploma in public services and the first diploma in children's care, learning and development. Achievement in key skills is satisfactory at level 1 but below average at level 2. Students aged 14 to 16 make good progress and achieve well. Attendance is good, as is progression to employment and further study. The standard of students' work is generally high. Students gain good practical and vocational skills which they use effectively in a wide range of professional settings.

### Quality of provision

30. Teaching and learning are good. Teachers use their strong professional experience to make lessons interesting and vocationally relevant. For example, in a health and social care lesson students learned how to identify and deal with shock, with examples drawn from authentic medical settings. In the better lessons, the wide range of activities enable students to link theory to professional practice and to draw upon their own experience in placements. However, on occasions students are not given sufficient opportunity to develop skills of analysis and evaluation necessary for independent study.

Assessment and monitoring of progress are good. Students receive effective feedback on their overall progress and know what skills they need to improve. Some in-class questioning, however, does not sufficiently focus on individual progress.

31. The extent to which programmes and activities meet the needs and interests of students is good. There is a broad range of courses and levels. Enrichment is particularly good in public services. In health and social care and childcare, students can take additional vocationally-related qualifications to enhance their employment profile.
32. Support and guidance are good. Initial assessment is effective in identifying students' academic needs. The tutorial programme is vocationally relevant and contributes well to students' personal and social development. Students receive good academic support. Students are fully aware of equality and diversity issues.

### Leadership and management

33. Leadership and management are good. Quality assurance procedures are robust. Strategies to improve success rates have been successful on most courses. Self-assessment is broadly accurate. However, in a few course reviews there is too little analysis of strengths and areas for improvement in teaching and learning. Weaknesses identified at re-inspection have been mostly addressed. Retention rates are still low on a few courses. Strategies to address this are beginning to have a positive impact. The promotion of equality and diversity is good.

## Hairdressing and beauty therapy

Outstanding: Grade 1

## Context

34. There are 581 students in hairdressing and beauty therapy at levels 1 to 3. Of these, 360 are on hairdressing courses. Most are female, full-time and under 19 years of age. Fewer than 3% are from ethnic minority backgrounds and 19% have additional learning needs. Sixty-five school pupils are on level 1 courses or young apprenticeships in hairdressing and beauty therapy.

## Strengths

- outstanding success rates on most level 3 courses
- high success rates on most level 2 courses
- very good teaching and learning to develop students' vocational skills
- outstanding student support
- excellent resources
- outstanding curriculum leadership and management.

## Areas for improvement

- retention rates on level 1 courses.

## Achievement and standards

35. Success rates on most level 3 courses are outstanding and have been consistently above national averages for the last three years. Rates on aromatherapy and Indian head massage were 100% for the last two years. Success rates on most level 2 courses are high. Rates were 96% on level 2 barbering and 86% on nail technology in 2007/08. Pass rates on most courses have remained well above national averages. Retention on level 1 courses is low. However, recent actions to address this are already showing a positive impact. Students' acquisition of vocational skills is outstanding and they carry out treatments usually associated with a higher level. The quality of responses during questioning and discussions is good. Health and safety and client care are very good. Average attendance is good and punctuality was very good during inspection.

## Quality of provision

36. Teaching and learning are highly effective in developing students' vocational skills. Active learning strategies, involving discussion, group work and ILT are supported by effective questioning to promote learning well. High technical demands are made of students to work to commercial timings, and their confidence and motivation develops well. Teachers use their wide commercial experience to set underpinning knowledge in context. Emphasis on health and safety is strong. Key skills development is good and integrated well into vocational lessons and assignments.

37. There is a good range of courses at all levels, and a wide range of enrichment opportunities including visits to shows, exhibitions and competitions to enhance study. Teachers closely monitor progress to identify students at risk of falling behind. Support for students is outstanding. Students speak highly of the support they receive from tutors and teachers for both academic and personal issues. Several students have received additional support and successfully progressed to the next level of training or employment.

#### Leadership and management

38. Leadership and management are outstanding. Quality systems are well embedded and there is commitment to continuous improvement. Teachers are fully involved in reviewing and evaluating courses and self-assessment accurately reflects the judgements made at inspection. Teamwork is very strong. Communication is very good and teachers express high satisfaction with their line managers. Accommodation is outstanding. Workshops have been equipped to a high quality that reflects industrial standards. Staff development opportunities are good and equality of opportunity is promoted well.

## Crafts, creative arts and design

Good: Grade 2

## Context

39. The college offers full-time courses at levels 2 and 3 for adults and students aged 16 to 18 and at level 1 for adults only. Provision includes art and design, photography, fashion and textiles. Students can work towards AS and A level, and BTEC first and national diplomas and certificates. Of the 259 learners, 86 are adults, 37 are on level 2 courses, and 200 are on level 3 programmes.

## Strengths

- high success rates on creative crafts courses
- high pass rates on most courses
- good standard of students' work
- high rates of progression to higher education
- a wide range of curriculum activities which stimulate students' work
- good pastoral and academic support.

## Areas for improvement

- the range of provision at level 1 and for part-time students
- engagement with employers
- use of data to improve performance.

## Achievement and standards

40. Success rates have improved over the last three years and student achievement is good, particularly on creative craft courses. Pass rates on most courses are high. Students are well motivated and enjoy their work. Their attendance is generally good. They gain in confidence and are able to discuss concepts and ideas cogently. Students talk about their progress objectively and look for opportunities to improve. They handle a range of media well and develop very good technical skills. The standard of students' explorative work is good.

## Quality of provision

41. The quality of teaching and learning is good overall, but varies across the department. In the best lessons students extend their knowledge through well planned and challenging assignments and produce exciting, vibrant work. Students develop good independent learning skills. However, spelling mistakes in students' work remain uncorrected. Students value the informal feedback they receive during projects, and the way this helps them to improve. However, this is not always recorded in sufficient detail.
42. The range of provision is good. There is a broad range of courses in vocational and non-vocational qualifications. However, there is little part-time provision, or courses at level 1 for younger students. Participation in an extensive range of trips, activities and exhibitions which stimulate and enrich students' learning



and their work is high. However, there are insufficient links with industry. A high proportion of students progress to higher education.

43. Guidance and support for students are good. The induction process helps students prepare well for their course of study. Tutorials are well planned and students appreciate the help that they receive from teachers. Tutors set challenging targets to help students make progress, but these are not consistently recorded or monitored. Additional learning support is good. Students appreciate the very safe and caring culture in which they learn.

#### Leadership and management

44. Leadership and management are satisfactory. The self-assessment report is generally accurate but does not place sufficient attention on improving teaching and learning. Managers do not use data effectively to systematically monitor performance and make improvements. However, teachers are committed to improving the quality of provision, and new ideas and strategies for improvement are in place and working well. The impact of these can be seen in improved attendance and increased emphasis on individual student support. The promotion of equality of opportunity is good.

## Foundation for learning and life

Satisfactory: Grade 3

## Context

45. The college has recently restructured its skills for life provision. It includes foundation programmes and key skills across the college. There are 129 learners enrolled on foundation courses and 15 learners on ESOL provision through Train to Gain. There are around 150 enrolments on GCSE maths and English courses, and about 350 students receive learning support. Students across the college participate in key skills communications and application of number at levels 1 and 2. The inspection looked at all aspects of literacy, numeracy and ESOL up to, and including, level 2.

## Strengths

- high success rates on level 2 literacy, numeracy and ESOL
- very good embedding of key skills into the vocational curriculum
- good additional learning support
- good management of key skills and additional learning support.

## Areas for improvement

- success rates on ESOL level 1, entry level literacy, and GCSE mathematics
- too little teaching that is good or better
- literacy and numeracy curriculum for part-time adult learners
- promotion of cultural diversity in the foundation programmes.

## Achievement and standards

46. Achievements and standards are satisfactory. Success rates on literacy, numeracy and ESOL courses at level 2 are high. Those for key skills at levels 1 and 2 have improved significantly to above national averages. High grade passes in GCSE English are just below national averages, but most students improved on their previous result by at least one grade. Achievements for GCSE mathematics are below the national average. Success rates on ESOL level 1 and entry level literacy are low. Attendance is satisfactory, as is the standard of student's work overall.

## Quality of provision

47. Teaching and learning are satisfactory. Of the lessons observed, too few were good or better. The better lessons are well structured, with clear identification of the skills to be learnt, and appropriate tasks to achieve those aims. However, in too many lessons tasks are at an inappropriate level for students, and students' feedback from group work is unstructured. In several lessons the number of students was too large for any effective group work.
48. The range of provision is satisfactory. Key skills have been embedded very effectively into the vocational curriculum and the take-up of additional learning support is high. On the Train to Gain programme ESOL is

contextualised using the company's policies. The curriculum on the foundation provision is inappropriate. Too many adult learners have been attending literacy and numeracy provision for many years with little discernible progress.

49. Support and guidance are good. The initial assessment for additional support has improved since the last inspection. Students in receipt of support achieve as well or better than their peers, although the college does not yet systematically measure progress in literacy or numeracy.

#### Leadership and management

50. Leadership and management are satisfactory. Provision of key skills, and for additional support, are managed well. Consequently, achievements have improved significantly. However, managers recognise that provision of foundation studies needs improvement. Lesson observations do not focus sufficiently on learning and self-assessment does not identify key areas for improvement. The new manager is implementing more rigorous monitoring arrangements, and early effects of these can be seen. The response to equality of opportunity is satisfactory, but the promotion of cultural diversity is insufficient in foundation programmes.

Business, administration and law

Good: Grade 2

## Context

51. The college offers full- and part-time courses from level 1 to 4 in business, accountancy, law and business administration. There is a broad range of qualifications, including NVQs in accounting, BTEC first and national diplomas, AS and A-level courses in law and business studies, and certificates and diplomas in management, law, administration and bookkeeping. There are 321 students, of whom 253 are adults, with 38 on Train to Gain programmes. Sixteen students aged 14 to 16 participate in an accountancy course or young apprenticeship programme.

## Strengths

- high success rates on part-time courses for adults
- good use of ILT in most lessons
- good support for students
- good curriculum management.

## Areas for improvement

- success rate on national diploma in business
- employer links to support provision for full-time students.

## Achievement and standards

52. Achievement and standards are good. Success rates on part-time courses are high. The success rate for NVQ level 2 in accounting, for example, is 22 percentage points above the national average. Although success rates on full-time vocational courses are generally increasing, on a few they are still low, particularly the national diploma in business. Achievement rates for AS and A levels in law are also below average, although retention is good. Students' work is of a good standard. Written work exhibits good understanding of business concepts and the ability to apply them to practical situations. There is good use of IT skills and development of practical vocational skills. Students display good capability in research and analysis. In lessons they articulate their ideas confidently.

## Quality of provision

53. Teaching and learning are good. Teachers plan their lessons carefully and manage their teaching well. They use a range of well-designed activities to meet students' needs and enable them to develop and demonstrate their learning. ILT is integrated well into lessons, with a positive impact on student enjoyment, engagement and learning. However, in a few lessons teachers are less effective in their use of questioning techniques to monitor learning. Assessment and verification are carried out well. Teachers give clear and constructive feedback to students on how to improve their work.

54. The range of provision is good, and meets the needs and interests of students well. Engagement with employers is improving, linked particularly to part-time and Train to Gain provision. However, there are insufficient formal links with employers to support work experience and inform curriculum design, delivery and assessment for full-time students.
55. Support for students is good. Students value the tutorial programme. Individual tutorials have a clear focus on student performance, with effective joint problem solving and target setting. Teachers also provide high levels of academic and pastoral support on an informal basis outside lessons.

#### Leadership and management

56. Leadership and management are good and have improved the quality of provision. Course teams monitor student progress systematically. The strategy to raise the quality of teaching and learning has had significant positive impact. Communication is good, as is the promotion of equality of opportunity. There is effective sharing of good practice. Teachers make good use of staff development opportunities to enhance their practice. The departmental self-assessment report is largely accurate, but a few course reviews lack rigour.

## 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
1 Long	05/06	633	60	69	-9	771	60	65	-5
	06/07	530	70	74	-4	529	60	70	-10
	07/08*	450	77			224	69		
GNVQs and precursors	05/06	...	...	...	...	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...			...	...		
NVQs	05/06	150	68	72	-4	16	63	74	-11
	06/07	71	62	75	-13	13	69	75	-6
	07/08*	70	71			4	75		
Other	05/06	483	57	69	-12	755	60	65	-5
	06/07	459	71	74	-3	516	60	70	-10
	07/08*	380	78			220	69		

\*Data for 2007/08 have been provided by the college.

\*\*National rates are not available for 2007/08.

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
2 Long	05/06	794	62	66	-4	622	70	66	4
	06/07	958	68	70	-2	473	72	69	3
	07/08*	910	74			336	74		
GCSEs	05/06	132	63	68	-5	121	61	67	-6
	06/07	156	61	71	-10	114	77	70	7
	07/08*	110	82			45	91		
GNVQs and precursors	05/06	1	100	69	31	...	...	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	11	91			...	...		
NVQs	05/06	242	61	65	-4	206	71	68	3
	06/07	295	67	68	-1	182	66	69	-3
	07/08*	287	62			153	67		
Other	05/06	419	63	66	-3	295	73	65	8
	06/07	507	70	70	0	177	73	69	4
	07/08*	502	79			138	75		

\*Data for 2007/08 have been provided by the college.

\*\*National rates are not available for 2007/08.

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
3 Long	05/06	1112	67	71	-4	641	57	64	-7
	06/07	958	69	73	-4	423	72	68	4
	07/08*	978	70			340	69		
A/A2 Levels	05/06	179	89	87	2	25	96	72	24
	06/07	149	81	87	-6	25	76	76	0
	07/08*	96	72			32	66		
AS Levels	05/06	322	64	67	-3	155	48	55	-7
	06/07	255	56	69	-13	82	73	59	14
	07/08*	251	58			60	62		
GNVQs and precursors	05/06	22	68	66	2	...	...	...	...
	06/07	15	80	59	21	...	...	...	...
	07/08*	8	88			...	...		
NVQs	05/06	31	77	71	6	111	64	63	1
	06/07	59	76	74	2	83	66	69	-3
	07/08*	59	75			32	78		
Other	05/06	558	60	65	-5	350	55	64	-9
	06/07	480	70	70	0	233	73	69	4
	07/08*	564	73			200	70		

\*Data for 2007/08 have been provided by the college.

\*\*National rates are not available for 2007/08.

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