

Doncaster 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.

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: engineering, construction, information and communication technology (ICT), hairdressing and beauty therapy, sport, travel and tourism, languages, literature and culture and business, administration and law.

Description of the provider

1. Doncaster College is a large general further education college situated in the metropolitan borough of Doncaster, in South Yorkshire. Doncaster is the largest metropolitan borough, by geographical area, in the country. It has experienced considerable social and economic decline over a number of years and unemployment is high in some of the borough's wards. In spite of significant recent inward investment, Doncaster is still one of the most deprived local authorities in England. In 2007, the proportion of pupils from the borough gaining five or more GCSE grades at A* to C including English and mathematics was 37.4% in comparison to the national average of 46.8%. There are 17 secondary schools in the borough, 15 of which have sixth forms.
2. The main campus of the college is the waterfront development in the centre of Doncaster, 'The Hub', which opened in September 2006. The University Centre, Doncaster is the college's second campus which is at High Melton, six miles west of Doncaster. The college is the major provider of post-compulsory education for the residents of Doncaster and is a regional and national centre for a number of specialist courses. It offers programmes from foundation to postgraduate degree level. Further education courses are provided in all of the 15 sector subject areas.
3. According to college data, in 2007/08 18,386 further education learners were enrolled at the college. Just over 14,000 were part-time enrolments, the vast majority of which were adult learners, with just over 60% of full-time learners aged 16 to 18. There were 436 work-based learners and 884 full-time equivalent higher education students enrolled. There were also 168 students aged 14 to 16 studying vocational courses at the college. There was a higher proportion of female than male students. The majority of learners lived in Doncaster. Some 11% were from minority ethnic groups, which is higher than the local average of 3.8%. The college has the offender learning and skills service (OLASS) contract for South Yorkshire.
4. The mission statement of the college is 'Meeting learner needs and aspiring to excellence'.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Satisfactory: Grade 3
Achievement and standards	Inadequate: Grade 4
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
<i>Equality of opportunity</i>	<i>Good: contributory grade 2</i>

Sector subject areas

Engineering	Satisfactory: Grade 3
Construction	Satisfactory: Grade 3
Information and communication technology	Satisfactory: Grade 3
Hairdressing and beauty therapy	Good: Grade 2
Sport, travel and tourism	Inadequate: Grade 4
Languages, literature and culture	Satisfactory: Grade 3
Business, administration and law	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

5. Overall effectiveness is satisfactory. Achievement and standards are inadequate overall, with success rates in 2008 below the national average for the previous year. Success rates have improved from a very low base, particularly for learners aged 16 to 18. The impact of improvement strategies can be seen in many areas. However, a number of developments are in their early stages and it is too soon to see their full impact. The college is fully aware of the need for further improvement in this area.
6. There is a strong staff commitment to ensuring learners' success. Teaching and learning are satisfactory overall and good in some sector subject areas. There has been a very strong focus on improving the quality of teaching and learning across the college. However, the college needs to increase further the proportion that is good or better. Key skills provision and success rates are unsatisfactory. A number of developments have been put in place to address this issue but have yet to have significant impact.
7. The college meets the needs and interests of learners well. The college's approach to social inclusion is good and to educational inclusion is satisfactory. The curriculum is responsive and flexible. The college successfully attracts harder to reach learners and offers good progression opportunities. Employer links are good and continue to improve. School links have improved and a growing 14 to 16 curriculum and children's university promote post-16 participation in education and training well. There is very strong partnership working. Equality of opportunity is promoted well.
8. Support and guidance for learners are satisfactory. Pastoral support is good with learners benefiting from a good range of additional services where needed. Additional learning support is satisfactory overall but is managed more effectively in some areas than others. Tutorial support is well managed and target setting has improved in most areas.
9. Leadership and management are satisfactory. Strong leadership from the principal is successfully changing the culture of the college to one that is focused on all staff taking responsibility for improving standards. Governance has improved significantly and is now good. Arrangements for quality assurance and self-assessment whilst improved since the last inspection are not yet sufficiently effective in improving learners' achievement. The accuracy of self-assessment at curriculum level needs to be developed further.

Capacity to improve

Satisfactory: Grade 3

10. The college's capacity to improve is satisfactory. The governing body and the recently appointed principal are providing strong strategic leadership. The recently completed management restructure is beginning to impact positively

on the quality of the provision. The curriculum has gone through a first stage of remodelling to help to ensure that it is responsive to local and national priorities and to remove underperforming courses. Self-assessment is mostly accurate but more needs to be done to identify and address the underlying causes of poor success rates. Management information to support decision making is more widely available and increasingly accurate. The college has a more positive profile in the community. Communications have improved, staff feel their contribution is valued and they feel more positive about the future. The college's financial position has improved and plans are in place to secure further efficiencies.

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

11. The college has made satisfactory progress in addressing the areas for improvement identified at the last inspection just over a year ago. At that time leadership and management, care, guidance and support, achievement and standards, capacity to improve and overall effectiveness were judged inadequate. Governance has improved significantly and is now good. Following rigorous selection procedures governors appointed a new principal for the college. The quality of leadership and management is satisfactory. Significant resources have been deployed to improve initial assessment and the take up of learning support and this area is now satisfactory. The tutorial programme has also improved significantly and provides an experience for learners that supports their academic and personal development. Most learners have targets which help them to understand what they need to do to improve. Some progress has been made in improving the rigour of self-assessment and quality improvement, particularly for course review and teaching and learning. Success rates have not improved sufficiently and remain as an area for improvement. The quality of engineering provision has improved and is now satisfactory. However, that in sport, travel and tourism has deteriorated and is inadequate. Poorly performing learndirect courses are no longer offered and the college is working in partnership with local schools to provide AS and A level options. Appropriate action has been taken to improve the management of health and safety.

Key strengths

- strong staff commitment to ensure learners' success
- very strong partnerships
- responsive and flexible curriculum
- good governance
- strong leadership promoting a change in culture.

Areas for improvement

The college should address:

- long course success rates
- key skills
- the amount of good and better teaching
- the accuracy of self-assessment at curriculum level.

Main findings

Achievement and standards

Inadequate: Grade 4

Contributory grades:

WBL

Train to Gain

Learners aged 14 to 16

Good: grade 2

Outstanding: grade 1

Satisfactory: grade 3

12. Achievement and standards are inadequate. Long courses success rates for learners aged 16 to 18 were well below national average at all levels in 2007 and below national average for learners aged 19+. In 2008 college data show that overall success rates for learners aged 16 to 18 improved at all levels but remained well below the national rate for the previous year. For learners aged 19+ there were small increases in success rates at levels 1 and 3, but a decline at level 2, with success rates at all levels below the national average for the previous year. Success rates for both male and female learners are below the comparable national average.
13. The college has identified all major strengths and areas for improvement in the self-assessment report. A wide range of improvement strategies have been put in place by the college. In some areas, such as agriculture, horticulture and animal care, there has been a significant improvement over the last year and the success rate in 2008 was particularly high for 16-18 year old learners. Improvement strategies have also had a positive impact in other areas such as business and construction, particularly for 16-18 year olds, but success rates are increasing from a very low base. For a number of improvement strategies it is too early to see their full impact. In a small minority of areas success rates have declined.
14. Key skills success rates are very low with only a small number of areas where learners achieve satisfactorily. Success rates in work-based learning for both overall and timely framework achievement have improved and college data show they were good in 2008. The success rate for Train to Gain has also increased and college data show it to be high in 2008 at 90%. The success rate for 14-16 year old learners is satisfactory. The success rate for short courses is well below the national rate for 16-18 year old learners and below the national rate for learners aged 19+. The retention rate on OLASS provision is high and the success rate is good.
15. The retention rate improved for 16-18 year old learners from 2007 to 2008. However, the rate for 2008 was still below the national rate for the previous year. The retention rate for learners aged 19+ remained static between 2007 and 2008, and below the previous year's national rate. Overall pass rates for both age groups increased from 2007 to 2008, but there were differing trends at different levels and sector subject areas. Pass rates in 2008 were below 2007 national rates.

16. The attendance of learners in college is satisfactory overall and strong in some areas. It improved from 2006/2007 to 2007/08 and data to date for this year shows a continuation of the upward trend. Learners enjoy coming to college and their behaviour is good. Their personal and social skills are being developed well. The work they produce is of a satisfactory standard. There are examples of good levels of skills development, for example in work-based learning and engineering. The college environment supports safe and healthy working well.

Quality of provision

Satisfactory: Grade 3

Contributory grade:

Train to Gain

Good: grade 2

17. Inspectors agree with the college's self-assessment judgement that teaching and learning are satisfactory. The proportion of teaching that is good or better needs to be increased further. Since the previous inspection, the college has placed significant emphasis and resource on improving the standard of teaching and learning. The number of lesson observations has increased significantly. A range of observation processes has been developed, including non graded observations, to help develop staff confidence and expertise. New staff and staff awarded satisfactory or inadequate teaching grades are supported well to improve. Outstanding performance is celebrated by the college and best practice is shared through training and development activities. The college has developed good partnerships with other colleges through the league for learning to share practice and expertise. Joint lesson observations carried out by inspectors and internal observers showed close agreement about the quality of the lessons observed.
18. Good teaching was a feature in the engineering, construction, hairdressing and beauty therapy, and languages, literature and culture curriculum areas. Learners experienced lessons that were well planned and had a variety of interesting tasks that developed their skills well. Skilled teachers effectively adapted lesson plan activities during sessions to meet the needs of learners. In business administration and leisure, travel and tourism there was too much satisfactory teaching. Some teachers did not provide sufficient challenge to develop learners' skills and tasks were often repetitive and unimaginative and did not sufficiently motivate learners.
19. Learning resources are good. The learning resource centre is very well equipped and well used by learners. The college places strong emphasis on the development and use of information and learning technology (ILT) in teaching and learning and resources are very good. Work-based learning tutors are developing an e-learning portfolio. Many areas have developed a virtual learning environment (VLE) that supports learning. The number of students using the VLE has increased significantly compared with the previous year. However, during observed lessons, ILT was not effectively used in a number of curriculum areas.

20. Assessment practices are satisfactory. Internal verification and standardisation practices are satisfactory. Tutors provide appropriate written feedback to learners on how to improve their performance. Some curriculum areas do not provide assessment plans for learners and marked work is not returned quickly enough. Key skills provision is unsatisfactory. The college acknowledges this area for improvement and is taking action to effect improvements. Key skill champions have been appointed to support developments in curriculum areas and more care is now taken to enrol learners to the appropriate level.
21. The range and responsiveness of programmes meets the needs and interests of learners, employers and the community well. Programmes allow learners, including those with special educational needs, to build on previous knowledge and skills, to make progress and gain qualifications. Opportunities for progression into higher education are well promoted and learners' aspirations are successfully raised. Progression routes are well planned. Several learners have been able to progress from relatively low levels of educational attainment into higher education. Partnerships with employers, community groups and schools are good and developing. The college responds well to local and regional skills challenges. Workforce development is responsive and flexible to learner and employer needs. The college works within an employer consortium providing increasing numbers of Train to Gain programmes in several vocational areas. Course publicity and marketing is generally effective.
22. There is satisfactory and growing provision of vocational programmes for students aged 14 to 16. The curriculum offer is broad covering most curriculum areas and the provision is managed satisfactorily. The college also arranges taster courses with local schools and is further developing its relationships with schools in the area. The college has run well attended computer workshops on site.
23. The breadth and quality of enrichment activities are satisfactory with some well coordinated cross-college activities linked to social and ethical themes. Learners ideas for enrichment activities are acted upon. A well resourced common room provides a range of alternative activities for learners and is well used and valued. Not all learners are currently undertaking enrichment activities. The college recognises this and is working to improve planning and coordination of the offer. The college values the contribution of learners in student forums and the student parliament.
24. Care, guidance and support are satisfactory. Tutors provide good support which is supplemented through an extensive range of extra support services. The college has improved the management of tutorials. A whole college approach is tailored to meet the specific needs of different curriculum areas. A well planned programme of tutorial activities incorporates 'Every Child Matters' themes, such as those supporting healthy lifestyles. Students develop good personal and social skills and enjoy the activities. The use of individual learning plans and target setting has improved since the last inspection in most areas. However, in a few areas the clarity of the written targets is too variable, with some not clear enough. The attendance and punctuality of learners are carefully monitored and non attendance is managed satisfactorily. Careers advice and guidance are

satisfactory and improving. Most learners are now on appropriate courses. Good use is made of partners such as Connexions. Guidance and support are good on Train to Gain provision.

25. The take up of additional learning support has increased since the last inspection. The majority of full-time and a substantial number of part-time learners are assessed early in their course. However, 13 % of those learners diagnosed as needing literacy and numeracy support were not receiving it at the time of the inspection. Additional support arrangements for other learners are not yet fully developed. The quality of support varies between curriculum areas. It is best where support is planned into lessons. The observations of support sessions do not provide sufficiently evaluative feedback or guidance for improvements. Learners receiving support make better progress on the whole than their peers. Self-assessment in this area is accurate and evaluative.

Leadership and management

Satisfactory: Grade 3

Contributory grade:

Equality of opportunity

Good: grade 2

26. Leadership and management are satisfactory. Following the last inspection swift and very effective action was taken to improve leadership and bring stability to the management of the college. Governance has improved significantly and is now good. The new chair of the corporation, supported well by the clerk, has radically reorganised the operation of the board to ensure that all members are engaged fully in challenging the performance of the college. New governors have been carefully selected and the board membership now reflects well the communities the college serves. Governors bring a very good range of skills and experience to the board. Governors and the new principal have established a clear strategic direction that has been communicated effectively to staff and key stakeholders. Strategic relationships with the voluntary and public sector, employers and the local authority have been rebuilt. Partners are increasingly confident in the college and the contribution it is making to the regeneration of the area.
27. Strong leadership from the principal is successfully changing the culture of the college to one that is focused on all staff taking responsibility for improving standards. Communications have improved significantly and staff are consulted well over key issues relating to the direction of the college. Their success is celebrated and their opinions are valued; they feel increasingly positive about the future. There is now a strong commitment, on the part of the staff, to ensure learners' success. A management restructure has been recently completed. This has enhanced the capacity at senior executive level and introduced new posts linked to the achievement of new strategies. Changes to curriculum management are already impacting positively on the quality of the provision, for example, through closer monitoring of learners' performance. Curriculum management is mostly satisfactory; it is good in hairdressing and beauty therapy and inadequate in sport, travel and tourism. The coordination of

- work-based learning has improved; Train to Gain provision has expanded and is managed well. As a result of the successful delivery of provision for ex-offenders the college's contract has expanded significantly and it now works in partnership with other providers over a wider geographical area.
28. Arrangements for quality assurance and self-assessment while improved since the last inspection are not yet sufficiently effective in improving learners' achievement. Regular course reviews and the availability of increasingly accurate management information have been effective in helping managers to identify underperforming courses. However, more needs to be done to ensure that action plans clearly identify how standards will be improved and when and how progress will be monitored. The self-assessment report does not provide sufficient analysis and evaluation of the underlying causes of poor performance.
 29. Accommodation and learning resources have been improved since the last inspection and are of high quality. There has been significant investment in new technologies to enhance the quality of teaching and learning. Overall staffing is adequate. Effective action has been taken to increase the proportion of qualified teachers, however, too few part-time teachers are appropriately qualified. The financial position of the college has improved since the last inspection. Links between curriculum planning and budget setting are improving to ensure that the provision is viable and efficiently delivered. The college offers satisfactory value for money.
 30. The college's response to the Race Relations (Amendment) Act 2000, the Disability Discrimination Act (DDA) 2005 and the Equality Act 2006 is good. Equality and diversity have a good profile at all levels of the college and in the operation of the governing body. The college has values and strategic priorities which relate to equality that are embedded in its operations. Policies are up-to-date and widely available to staff, learners and key stakeholders on the college web site. Impact assessments and action plans are reviewed regularly. Governors and staff understand their roles in implementing the policies. Staff training and information dissemination throughout the college are good. The tutorial programme develops well the skills needed by learners to be productive members of diverse communities. Governors monitor thoroughly the impact of policies on staff and learners. Effective action has been taken to increase the proportion of learners and staff from minority ethnic groups. College managers make a significant contribution to community and employer partnerships and additional project funding has been secured to provide opportunities for learners who might otherwise not participate in learning.
 31. The college's response to safeguarding children and vulnerable adults is thorough. Appropriate checks and training for staff and governors ensures that both understand college procedures. The college provides a safe and welcoming environment for learners and key stakeholders.

Sector subject area

Engineering and manufacturing technologies

Satisfactory: Grade 3

Context

32. The college offers full- and part-time courses from entry to level 5 in mechanical, electrical and electronic engineering, fabrication and welding, computer-aided design and motor vehicle studies. Of the 477 learners, 315 are adults, 332 are part time, 6 are women, 54 are from minority ethnic groups and 17 are aged 14 to 16. There are 180 work-based learners in engineering.

Strengths

- good quality of learners' practical work
- much good teaching and learning
- wide range of provision with good progression routes.

Areas for improvement

- the low overall long course success rate for learners aged 16 to 18
- low success rates in key skills
- the insufficient number of teachers hinders learners' progress.

Achievement and standards

33. Achievement and standards are inadequate. The long course success rate for learners aged 16 to 18, although improved in 2008, has remained below the national average for the last three years. The success rate for adults has not improved and remains close to the national average. There is much variance in success rates between programmes. For example, on the national certificate in electrical/electronic engineering, success rates are consistently high. In contrast, motor vehicle course success rates are significantly below their national average. Success rates in key skills are low. Apprenticeship success rates are satisfactory. Retention is satisfactory. Attendance in lessons is good. Learners develop good occupational skills in college workshops and produce work to a high standard. The quality of learners' written work is satisfactory.

Quality of provision

34. The quality of provision is satisfactory. Teaching and learning are good. Lessons are well planned with aims and objectives which are clear, measurable and communicated and discussed with learners. Teachers use activities that are sufficiently demanding and motivate learners of all abilities to enable them to make good progress. The emphasis on health and safety is strong. Teachers and learners make insufficient use of ILT and the specialist computer simulation software that is available. In a minority of lessons, learners' knowledge and understanding is not checked sufficiently. The quality of teaching and learning in key skills is poor. Assessment of learners' work is satisfactory.

35. The wide range of provision meets the needs of employers well and provides learners with good progression routes. Links with employers of work-based learners are productive. The range of enrichment activities is satisfactory. Support and guidance for learners are satisfactory. Initial assessment is now effective and enables learners to be enrolled at an appropriate level. Learners are well supported in the college and in the workplace. Review of learners' progress is satisfactory but teachers do not always set specific or measurable targets.

Leadership and management

36. Leadership and management are satisfactory. Good progress has been made in addressing the weaknesses identified in the last inspection when provision was inadequate. Underperforming courses have been replaced. It is too early to see the full impact of these measures on success rates. Effective action has been taken to improve the quality of teaching and learning. Issues relating to health and safety have been resolved satisfactorily. Communications are good and team meetings are productive. The self-assessment report is underdeveloped and insufficiently evaluative. Specialist resources are good but some machinery in the mechanical workshop is dated. Staffing levels in engineering are insufficient, hindering learners' progress. The management of work-based learning is satisfactory. Equality and diversity are promoted appropriately.

Construction, planning and the built environment Satisfactory: Grade 3

Context

37. The college offers full- and part-time courses from level 1 to 3 in building crafts and services. Technical and professional studies are offered from level 1 to degree level. Specialist NVQ qualifications assessed in the workplace are available in site supervision and management and civil engineering disciplines. Of the 239 learners, 200 are part time, 42 are adults. A further 168 learners are on apprenticeships, 23 of these are advanced apprentices. Vocational programmes are provided for local schools. Some 6% of learners are female and 4% are from minority ethnic groups.

Strengths

- significant improvement in success rates
- much good teaching
- wide range of provision.

Areas for improvement

- low retention for adults studying at level 2
- low key skills success rates
- inadequate workshop facilities.

Achievement and standards

38. Achievement and standards are satisfactory. Success rates have increased significantly and are now around the national average. Key skills success rates are low. Success rates for apprentices are satisfactory. Pass rates on most courses are at or above the national average. Retention for learners aged 16 to 18 has improved and is now around the national average. Retention for adults studying at level 2 is low. The standard of learners' work is satisfactory. They develop and display competent vocational skills in workshops and the workplace. Written work is satisfactory. Attendance is good.

Quality of provision

39. The quality of provision is good. Teaching and learning are good. There is much good teaching with practical sessions well prepared and managed. Health and safety principles are well developed in all lessons and learners demonstrate these in workshops. In theory lessons discussion is well managed and learners participate well. Assessment and internal verification are satisfactory. Portfolios are well marked and have clear, supportive feedback to learners.
40. The range of provision is extensive, provides clear progression routes and is well matched to the needs of learners. There is good progression from school links courses into vocational programmes and from these into employment and higher education. Employers and learners benefit from the good range of apprenticeships and specialist NVQ programmes offered by the college. Good

links with local companies have led to sponsored construction materials and equipment and to some work placements. There are, however, limited opportunities for subject enrichment.

41. Guidance and support are satisfactory. Initial assessment procedures are much improved, learning support is provided promptly and take-up has increased. Support in class is satisfactory and is valued by learners. Teachers monitor and record learners' progress well. Individual learning plans are generally satisfactory but some have insufficient focus on individual need.

Leadership and management

42. Leadership and management are satisfactory. The new management team have made many improvements and instituted appropriate strategies to improve teaching and success rates. It is too early to see their full effect but they have already had a positive impact. Communication has improved. There is a raised awareness of course performance. Key performance indicators are now routinely used as part of the new course quality review cycle. Reviews are thorough in identifying issues but resulting actions are not sufficiently well written to guide improvement. The promotion of equality and diversity is satisfactory. Self-assessment was broadly accurate.
43. Workshop accommodation is inadequate. There is insufficient space in the brick workshop and other workshops are poorly shaped making supervision of learners difficult. Some have insufficient headroom.

Information and communication technology

Satisfactory: Grade 3

Context

44. The college offers full- and part-time courses in ICT from level 1 to level 3 at its main site and at the ICT Academy situated at the Doncaster Innovation Centre. Full-time learners comprise 215 aged 16 to 19 and 73 adults. Twelve per cent of these learners are female and 11% are from minority ethnic groups. Over 1,200 adults attend part-time courses. ICT courses are also delivered in the workplace.

Strengths

- good use of resources to support teaching and learning
- good range of courses
- flexible provision to meet diverse needs of learners.

Areas for improvement

- low success rate for 16-18 year old learners
- cramped teaching accommodation
- inconsistent quality improvement arrangements.

Achievement and standards

45. Learners' achievement and standards are satisfactory. Since the last inspection overall success rates on many courses have improved but the overall success rate for 16-18 year old learners is still low. Success rates in 2008 for adult part-time learners on the Certificate for Information Technology course improved but remained below the national average. For learners on train to gain success rates were satisfactory.
46. Retention has improved since the previous inspection from 77% in 2007 to 81% in 2008. Learners' attendance has improved and is now satisfactory. Learners develop good ICT skills. Progression has improved and is now satisfactory. Learners' work is of a satisfactory standard.

Quality of provision

47. The quality of provision is satisfactory. Teaching and learning are satisfactory. Teaching resources are used well. Learners are provided with good quality workbooks. They participate well in class discussions and enjoy their learning. Teachers use questioning effectively to assess understanding and introduce changes of activity appropriately. Learners acquire confidence and demonstrate good levels of skill. Teaching accommodation is cramped; desk space insufficient and larger groups find the teaching rooms too small and often too warm.
48. Assessment of learners is satisfactory. Some courses have assessment online enabling teachers to monitor learner's progress when learners are working

away from the centres. In the open learning workshop there is effective online tracking and monitoring of learners' progress.

49. The range of courses offered has been changed since the previous inspection and now meets the needs of learners well. The changes to the curriculum have helped retention and achievement. Learners benefit from flexible provision to meet their diverse needs. Work-based learners have good access to tutor support whilst at work. Enrichment opportunities for full-time learners are satisfactory. Support for learners is satisfactory. Tutors are accessible to learners and work with them well to raise aspirations.

Leadership and management

50. Leadership and management are satisfactory. Equality of opportunity is promoted satisfactorily. Management has been restructured since the last inspection. There is a strong focus on improving teaching and learning. Staff morale is high. Teachers benefit from good personal development opportunities. Some aspects of quality improvement are inconsistent. Data are not always used effectively. Communication between the different ICT sections is limited. There are insufficient opportunities for sharing good practice. The individual self-assessment reports were generally accurate and identified the strengths and areas for improvement. Health and safety arrangements are implemented satisfactorily.

Hairdressing and beauty therapy

Good: Grade 2

Context

51. The college offers a wide range of full- and part-time courses in hairdressing and beauty therapy. Courses include NVQ levels 1, 2 and 3 in hairdressing, level 1, 2 and 3 in beauty therapy, level 3 in holistic therapies and level 2 customer services. There are 234 learners aged 16 to 18 of whom 19 attend part time. About 300 learners are aged over 19 of which 203 attend part time. In hairdressing there are 27 apprentices and 25 advanced apprentices. School pupils aged 14 to 16 follow hairdressing and beauty therapy courses.

Strengths

- high success rates on many courses
- teaching which effectively promotes learning
- good range of provision
- effective support for learners
- strong leadership
- good specialist accommodation.

Areas for Improvement

- low retention rates on a few courses
- unsatisfactory management of learning support.

Achievement and standards

52. Achievement and standards are good. Success rates on many courses are high, such as level 1 hairdressing, level 2 beauty therapy and level 3 holistic therapies. There are low retention rates on a few courses, for example on level 2 hairdressing and level 3 beauty therapy courses. Work-based learning success rates are satisfactory. Learners are highly motivated and enjoy their studies. The standard of practical and written work is satisfactory. Attendance is good.

Quality of provision

53. The quality of provision is good. Teaching is good and effectively promotes learning. Lessons are well planned and learning aims are routinely shared at the commencement of the session. Some teaching is innovative, for example in the use of mnemonics and case studies, and effective. Key skills sessions are well taught. Staff have received training in the use of ILT. Its use is restricted as not all teaching rooms have electronic whiteboards. Learners express a high level of satisfaction in teaching and learning.

54. The range of courses is wide and provides good opportunities to progress from entry level through to level 3. Enrichment enhances the programme within the specialist area and includes competition work, trade fairs and visits. The level 2 NVQ in Customer Service is delivered as an additional qualification for all full-

time learners. Learners express a high level of satisfaction in the provision. Employer engagement is well developed.

55. Care, guidance and support are good. Tutorials with individual learners have a positive impact on each learner's progress. The 'yellow card' tracking system develops learner confidence in skill development. There is insufficient management of additional learning support. The role of learner support is not referred to in lesson plans and there is no evidence of coordination or sharing of schemes of work.

Leadership and management

56. Leadership and management are good. There is strong leadership of the area. Resources are allocated appropriately. A series of strategies to improve quality and performance have been introduced. They are successfully raising standards and the quality of provision. Communications with staff are good. Good practice is identified and shared. Staff are well supported. A 'can do' culture is promoted successfully.
57. Accommodation is good. Specialist resources are sufficient and of good quality. The monitoring of equality and diversity is satisfactory. The promotion of equality and diversity is underdeveloped. The self-assessment report is broadly accurate in what it says. It does not evaluate all aspects of quality, for example it does not analyse trends in performance or comment on the quality of students' work.

Sport, travel & tourism

Inadequate: Grade 4

Context

58. Full-time courses are offered from level 1 to higher education in sport and level 1 to 3 in travel and tourism. Short courses are offered in sport and tourism. There are 400 enrolments of whom two thirds are aged 16 to 18 and one third are 19 or over. A few school pupils aged 14 to 16 are enrolled. Courses mostly take place at The Hub. Some airline courses take place at a training facility at Robin Hood airport. Full-time students undertake relevant additional qualifications. An airline and airport operations course is provided for an employer based at the airport.

Strengths

- good progression rates to relevant employment or higher education
- access to good specialist resources
- some improvements in provision.

Areas for improvement

- low and declining success rates
- low key skills success rates
- teaching that lacks challenge at level 3
- insufficiently detailed quality improvement plans.

Achievement and standards

59. Achievement and standards are inadequate. Success rates are low and declining for students of all ages. Retention has improved slightly but pass rates have fallen significantly. Success rates for key skills are low. Attendance is improving and is good in sport and satisfactory in travel and tourism. Students' work is satisfactory. Students display a sound knowledge in response to teachers' questions.

Quality of provision

60. The quality of provision is satisfactory. Teaching and learning, including lesson planning are satisfactory. Too much of the teaching at level 3 challenges learners insufficiently and much of the teaching is insufficiently varied. In the better lessons teachers use their extensive industrial knowledge and experience well to illustrate examples and the teaching is focused on students' needs. Key learning points are not always sufficiently consolidated. Assessment practice is satisfactory. All students receive an assessment schedule. Assessed work includes clear feedback on what students need to do to improve. Most assessed work is well presented.
61. Programmes meet the needs and interests of learners satisfactorily. There is good progression to relevant employment in travel and tourism and to higher education in sport. Students are able to access good specialist resources. There

are good links with professional sports teams. These motivate students and enrich their learning experiences.

62. Support for students is satisfactory. During individual tutorials students are set targets for attendance and work which are recorded in individual learning plans. These targets are too vague and do not focus sufficiently on the quality of the work. Learning support is provided promptly when needed. Support in lessons is not always focused sufficiently on those who need it.

Leadership and management

63. Curriculum management is inadequate. Quality assurance has had little impact on success rates. Improvement plans lack sufficient detail to be useful. The self-assessment report overstates the quality of teaching and learning and attaches too little importance to the decline in success rates. A new management structure has recently been put into place. Managers are beginning to identify the areas for improvement and develop and implement improvement strategies. There is improving accountability at course team level. Staff are beginning to use performance data more effectively to track student attendance and retention. A high proportion of staff are new and possess a good range of appropriate experience and knowledge. Improvements are taking place, for example, in the access to sports facilities, revisions to course structure and revised assessment schedules. The promotion of equality and diversity is satisfactory.

Languages, literature and culture

Satisfactory: Grade 3

Context

64. The college offers a broad range of language courses. Most are of 60 hours and attract in the main 19+ learners. Some cross-college provision of business language courses is provided for full-time learners and a few courses for employers. Sign language is offered at levels 1 to 3 and there are some short courses. GCSE English and language courses are provided, mainly for 16 to 18 learners. Currently, there are 152 learners aged 16 to 18, and 475 aged 19 and above.

Strengths

- high success rates in some courses for adults
- good teaching and learning
- responsive provision
- effective support for learners.

Areas for improvement

- low retention on many courses
- low success rates for learners aged 16 to 18
- some aspects of guidance.

Achievement and standards

65. Achievement and standards are satisfactory overall but with differences between 16-18 year olds and adults and between different courses. The success rate for learners aged 16 to 18 improved in 2008 but remains below the national average. For adults, the success rate also improved and is now above average. Retention on many courses is low. Success rates in 2008 were high for adults on the Award in Language Skills at levels 1 and 2. Standards of work in the lessons observed were satisfactory. Standards of written work are satisfactory and many learners demonstrate effective oral skills in group tasks and when making presentations. Learners are acquiring sound practical skills in signing.

Quality of provision

66. The quality of provision is good. Teaching and learning are good. Lessons are clearly structured. Learners understand what is expected of them. In most lessons, ILT is used effectively. Teachers show a good awareness of learners' needs and vary the teaching appropriately. For example, in language lessons, teachers ensured that the four language modes of speaking, listening, reading and writing all featured. In the best lessons, learners were given time to reflect on their work. In a small number of lessons, teachers did not clarify sufficiently what was expected of the learners.

67. There is a good range of courses which reflects local need and allows for progression in most cases. Guidance and support are satisfactory. Induction is thorough. Personal reviews provide regular feedback to learners. Most individual learning plans are sufficiently detailed, although a few learning targets are too general. The college is aware of shortcomings in initial guidance onto some language courses. Managers have an appropriate strategy for improving procedures. Learners receive good individual support in class and feedback on their progress in lessons is accurate and constructive. Managers have correctly identified a need to share more widely existing good practice in providing good feedback on coursework.

Leadership and management

68. Leadership and management are satisfactory. There is an effective focus on improving performance and on achieving high quality teaching and learning, although as yet this has had a limited impact on success rates. Curriculum managers have accurately identified current strengths and needs, although the self-assessment report for languages lacks detail. Action planning is appropriately focused and supported by staff development activities. Sharing of good practice among language teachers is well established. The management of individual courses is good. The management and deployment of the large team of mainly part-time language teachers is effective. The promotion of equality and diversity is good.

Business, administration and law

Satisfactory: Grade 3

Context

69. There are 1,054 learners on full-time and part-time programmes. Around half of all learners are aged 16 to 18. Most full-time learners are aged 16 to 18 and most part-time learners are adults. Courses are offered from level 1 to 4 in business administration, management, personnel, accounting and law. A few subjects are offered at graduate and post-graduate levels. There are 35 apprentices in business administration including 19 advanced apprentices.

Strengths

- high success rates on most level 1 courses and some level 2 and 3 courses
- outstanding framework achievement
- good range of courses with clear progression routes
- clear strategies for improving achievement and standards.

Areas for improvement

- declining retention for level 3 learners aged 16 to 18
- too much satisfactory teaching and learning
- ineffective target setting and action planning for learners
- aspects of quality assurance lack rigour.

Achievement and standards

70. Achievement and standards are satisfactory; this concurs with the college's own judgement. College data indicate that the success rate for learners aged 16 to 18 has improved markedly and was at the national average in 2008. The success rate for adult learners has declined and was at the national average in 2008. The success rate was high at level 1 and on some level 2 and 3 courses. Framework achievements are consistently outstanding. Retention has improved significantly and is good other than for learners aged 16 to 18 on level 3 courses. The college is aware of this and is tackling the issue. Learners' standard of work and rate of progress are satisfactory.

Quality of provision

71. The quality of provision is satisfactory as is teaching and learning. Learners engage well in group activities and can link business theory to practice well. Resources for learning are good although there is an over reliance on handouts. Learners are given too few opportunities to be actively involved in lessons. Insufficient use is made of targeted questioning. Little imaginative use is made of ILT. Assessment is satisfactory.
72. The range of courses is good. It offers comprehensive opportunities for progression through all levels of learning. Learners on the medical secretaries' course benefit from well managed work placements. Opportunities for work

placements are insufficient for other full-time learners. Students benefit from a variety of business related trips and visiting speakers.

73. Support for learners is satisfactory. There are appropriate arrangements for monitoring attendance, the identification of and provision for additional support needs and for tutorial support. Work-based learners' progress is closely monitored. Target setting and action planning for full-time students is ineffective; targets are not specific enough and actions are vague. Pastoral support is strong.

Leadership and management

74. Leadership and management are satisfactory. Management has been restructured recently. Managers, course teams and teachers have a clearer understanding of how to improve achievement and standards. Clear strategies are in place to effect improvement and staff are working well as a team to implement them. Some aspects of quality assurance lack rigour. The use of data to inform target setting is under developed. The self-assessment report is largely accurate although it is overly generous in its view on teaching and learning. The promotion of equality and diversity is satisfactory. Learning resources are good. The work-based learning programme is well managed.

Learners' achievement

Table 1

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

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	04/05	887	56	62	-6	3987	58	61	-3
	05/06	779	61	68	-7	2412	59	67	-8
	06/07	1083	56	73	-17	1673	62	71	-9
GNVQs and precursors	04/05	61	69	64	5	...	...	...	...
	05/06	25	84	71	13	...	...	...	...
	06/07	27	78	70	8	...	...	...	...
NVQs	04/05	176	64	66	-2	771	85	71	14
	05/06	184	65	70	-5	354	72	71	1
	06/07	201	67	73	-6	352	80	77	3
Other	04/05	650	53	61	-8	3216	51	61	-10
	05/06	570	59	67	-8	2058	57	67	-10
	06/07	855	53	73	-20	1321	57	70	-13

Table 2

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

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
2 Long	04/05	1318	57	61	-4	3575	60	60	0
	05/06	1337	62	65	-3	3350	59	66	-7
	06/07	1530	59	69	-10	2901	65	70	-5
GCSEs	04/05	209	57	66	-9	243	62	64	-2
	05/06	208	57	69	-12	190	61	67	-6
	06/07	216	50	71	-21	171	64	70	-6
GNVQs and precursors	04/05	72	72	67	5	33	48	65	-17
	05/06	91	74	67	7	25	48	65	-17
	06/07	66	56	70	-14	21	62	63	-1
NVQs	04/05	260	58	56	2	1148	76	62	14
	05/06	349	61	64	-3	871	69	69	0
	06/07	319	59	66	-7	1163	72	71	1
Other	04/05	777	55	59	-4	2151	52	58	-6
	05/06	689	62	63	-1	2264	56	65	-9
	06/07	929	62	69	-7	1546	60	70	-10

Table 3

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

Notional Level	Exp End Year	16 to 18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	04/05	1115	54	66	-12	1950	58	57	1
	05/06	1059	53	68	-15	2010	60	62	-2
	06/07	1284	54	70	-16	1700	63	67	-4
A/A2 Levels	04/05	143	75	85	-10	69	74	74	0
	05/06	140	69	86	-17	84	68	74	-6
	06/07	206	65	84	-19	86	78	77	1
AS Levels	04/05	357	52	63	-11	154	48	53	-5
	05/06	401	43	64	-21	88	49	57	-8
	06/07	462	42	64	-22	84	49	59	-10
GNVQs and precursors	04/05	97	29	60	-31	25	52	52	0
	05/06	32	34	67	-33	38	42	54	-12
	06/07	19	21	...	...	15	60	...	...
NVQs	04/05	40	70	55	15	551	62	55	7
	05/06	50	64	66	-2	608	64	65	-1
	06/07	30	77	75	2	610	69	71	-2
Other	04/05	478	52	57	-5	1151	57	57	0
	05/06	436	58	62	-4	1192	59	62	-3
	06/07	567	61	68	-7	905	58	66	-8

Table 4

Success rates on work-based learning apprenticeship programmes managed by the 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	83	61	48	54	34
		timely	75	33	31	29	22
	05/06	overall	81	68	53	57	44
		timely	83	60	34	53	27
	06/07	overall	75	64	64	58	58
		timely	88	52	43	40	37
Apprenticeships	04/05	overall	158	44	51	39	39
		timely	177	32	29	28	22
	05/06	overall	204	62	58	54	52
		timely	218	46	38	39	34
	06/07	overall	205	68	65	60	61
		timely	192	41	47	38	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 5a
Success rates on work-based learning Train to Gain NVQ programmes managed by the college, 2007 to 2008.

Programme	End Year	Success rate	No. of learners*	college/provider NVQ rate**
Train to Gain NVQ	2006/07	overall	129	82
		timely		
	2007/08	overall	310	90
		timely		

* 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

** NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider prior to inspection