

# Writtle College

## Inspection report

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Provider reference 133804  
Published date July 2008

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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; the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); the report from the inspectorate pilot assessment visit; and data on students 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: agriculture, countryside and fish management; animal care and veterinary nursing; horticulture and floristry; and equine studies.

## Description of the provider

1. Writtle College is a medium sized higher education institution with substantive further education provision. It specialises in land-based education. It is a partner institution of the University of Essex. The college has two campuses, a main campus at Writtle, near Chelmsford and a second campus at Shuttleworth in Bedfordshire. Both campuses include substantial estates and a range of specialist land-based units, including farms, animal centres and horticultural units. The college's main catchment areas are Essex and Bedfordshire but its specialist provision recruits students more widely from the East of England and South Eastern areas.
2. The social and economic environment around both campuses is favourable, with lower unemployment rates than regionally and nationally. The local populations are predominantly of white British heritage. The number of pupils achieving five GCSE grades at A\* to C in both areas is broadly in line with the national average.
3. The college offers further education provision in nine sector subject areas, but with small numbers in most except land-based subjects, sports studies, engineering and preparation for life and work. The college provides work-based learning in land-based and engineering subjects.
4. In 2006/07, the college enrolled 924 full-time students; the majority were aged 16 to 18 years. Most full-time students study at level 3. A further 1,172 part-time students were enrolled, most of whom were adults. The number of work-based learners was 71. Just under two thirds of students are female and only a very few are from minority ethnic groups.
5. The college's mission is 'to serve the rural economy, the environment and related industries both nationally and internationally through the delivery of high quality education, training, research and reach-out in a sustainable way'. It is part of a Centre of Vocational Excellence (CoVE) in horticultural technologies with two other colleges.

## Summary of grades awarded

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

### Sector subject areas

Agriculture, countryside and fish management	Satisfactory: Grade 3
Animal care and veterinary nursing	Inadequate: Grade 4
Equine studies	Satisfactory: Grade 3
Horticulture and floristry	Inadequate: Grade 4

## Overall judgement

### Effectiveness of provision

Inadequate: Grade 4

6. The overall effectiveness of further education provision is inadequate, in contrast to the college's judgement of satisfactory. The college has recently undergone a period of significant change under new leadership. Many resulting actions have not yet impacted, although positive signs are emerging. Achievement and standards are inadequate. Long course success rates for 2006/07 were below average, significantly at level 3, with a marked decline at this level. Work-based learning and key skills success rates have improved. Framework success rates for apprentices in 2006/07 were above the national average. Key skills results are satisfactory overall and, at level 1, are high. Attendance is good and standards of work are satisfactory. The rate of progression into higher education, whilst improving, is low.
7. The quality of provision is inadequate. Teaching and learning are inadequate. Lessons lack focus on ensuring learning takes place. Teachers integrate specialist resources into the curriculum well. The extent to which provision meets the needs of students is satisfactory. The range of courses is wide with a strong focus on specialist land-based provision. Collaborative work with stakeholders to enhance land-based provision for students aged 14 to 19 years is highly effective. Social and educational inclusion are satisfactory. Care, guidance and support are inadequate. The college caters for students' welfare well; however, support to achieve high standards is inadequate. Tutorials are infrequent, and target setting and action planning are often ineffective.
8. Leadership and management are inadequate. Prompt, much-needed actions to improve management and governance have taken place recently. The rate of improvement across many aspects of provision has previously been too slow or negligible. Quality assurance is insufficiently rigorous and applied inconsistently. The use of management information is considerably improved but its use at curriculum level is not effective. Actions to tackle shortcomings in accommodation and specialist resources are at a planning stage and managers have done much to improve the provision of information and learning technology (ILT). While financial management is good, value for money is inadequate.

### Capacity to improve

Satisfactory: Grade 3

9. The capacity of the college to improve its further education provision is satisfactory. The major, recent changes to management and governance place the college in a stronger position to improve the quality of provision and raise achievement. Although it is too early to judge the effectiveness of these changes, a few areas already show improvement. Accountability for managers at all levels has increased with a strong emphasis on improving provision. Information from monitoring students' performance indicates improvements in overall success rates in 2007/08.

10. Self-assessment has improved; it is more inclusive of stakeholders' views. The report identifies most strengths and areas for improvement accurately, but its overall judgements are optimistic and inaccurate. The quality improvement plan is comprehensive. Managers have completed successfully a significant number of actions from the plan but have been slow to address a few issues. Quality assurance lacks rigour. The implementation of quality improvement procedures by senior managers has improved but it is less effective at other levels. The quality of curriculum action plans is variable; a few are good, however, the majority are weak.

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

11. The college has made satisfactory progress in resolving areas for improvement identified at the last inspection. Key skills success rates are significantly improved. Considerable investment in ILT resources has increased usage in learning. Managers monitor attendance thoroughly and attendance is high. Progression rates are improving. Aspects of tutorial support have improved but this remains an area for development. Although some sharing of good practice takes place, this is not widespread. Managers promote equality of opportunity through staff development effectively. Management information data are much more accurate and user-friendly. The self-assessment process has improved.

### Key strengths

- high key skills success rates at level 1
- good integration of specialist resources into the curriculum
- highly effective partnership work to develop 14 to 19 land-based provision
- prompt and positive action to improve the management structure and governance.

### Areas for improvement

*The college should address:*

- insufficient progress in improving level 3 success rates
- low levels of progression into higher education
- insufficient planning of learning
- ineffective target setting and action planning to improve students' performance
- insufficient rigour and consistency in the implementation of quality assurance procedures
- underdeveloped use of management information at curriculum level
- shortcomings in resources and accommodation.

## Main findings

Achievement and standards

Inadequate: Grade 4

*Contributory grade:*

*Work-based learning*

*Satisfactory: grade 3*

12. Achievement and standards are inadequate, in contrast to the self-assessment judgement of satisfactory. The overall long course success rate improved in 2006/07, reversing the decline in the previous year, but remains well below the national average for similar specialist provision. Overall, the long course success rate at levels 1 and 2 is broadly average. The rate at level 3, however, declined markedly between 2004/05 and 2006/07 to significantly below average. In 2006/07, for students aged 16 to 18 years, the long course success rate at level 1 improved considerably and it is broadly in line with the average. The rates at levels 2 and 3, in the same year, made little improvement and are well below average. For adult students, the very small numbers who study at level 1 had a success rate well above average. At level 2, success rates for adults improved considerably to above average; however, there was a marked decline in the rate at level 3 to significantly below average.
13. Retention rates nearly all improved in 2006/07 to broadly average. Current in-year retention rates show further improvement, especially at levels 1 and 2. Pass rates, however, declined at almost all levels in 2006/07 and were well below average at levels 2 and 3 for students aged 16 to 18 years and adults at level 3. Based on the monitoring of students' progress, pass rates are expected to improve considerably in 2007/08. Students on most courses make satisfactory progress compared to their starting points. The achievement of high grades on courses has improved. It is similar to other specialist provision. Female students underperformed compared to the national position in 2005/06. In 2006/07, however, the gap closed considerably. Success rates for the small numbers of students from minority ethnic groups are broadly comparable with national rates for similar groups.
14. The number of work-based learners is increasing. Both overall framework and timely success rates have improved considerably between 2004/05 and 2006/07 and are satisfactory. Framework success rates in 2006/07 were above the national average and timeliness of completion was broadly at the average. Success rates for key skills qualifications have improved considerably, especially at levels 1 and 2. They are high at level 1. In most areas, the development of wider key skills through the curriculum is good.
15. Students show satisfactory standards of work overall. They gain useful employability skills through work experience and make positive contributions to community and college life. Attendance and punctuality are good. Progression into higher education is improving but it is still at a low level.



Quality of provision

Inadequate: Grade 4

*Contributory grade:*

*Work-based learning*

*Satisfactory: grade 3*

16. The quality of provision is inadequate. This judgement disagrees with that of the college. Teaching and learning are inadequate. Arrangements for lesson observation have improved but they are insufficiently robust. Evidence on the observation forms does not always support the grade awarded. Teachers integrate specialist resources into the curriculum well and teaching of practical skills in a few areas is good. Key skills teaching is much improved using relevant and interesting assignments. The use of ILT in some lessons is good, although not all teachers are confident in its use. Planning of learning is weak. Lesson plans are often a list of tasks and fail to ensure learning objectives are met. Teachers do not sufficiently check or reinforce learning in lessons. Too often teaching strategies are unsuccessful in engaging all students. Teachers do not always challenge students appropriately to achieve their potential. The sharing of good practice in teaching and learning at both sites is at an early stage.
17. Assessment procedures comply with awarding body requirements. Staff regularly monitor and report students' progress with assessments. Too many do not mark work in sufficient detail to help students understand how to improve their skills. Training and assessment for work-based students are satisfactory.
18. The identification of additional learning needs is prompt and effective support is in place quickly. Support tutors are appropriately qualified. They communicate well with teachers to ensure that the immediate needs of students are met effectively. However, students do not have a learning plan against which to monitor progress in skill development.
19. The extent to which the curriculum meets the needs and interests of students is satisfactory. The college offers a broad range of courses in land-based and related subjects, in line with its aim to concentrate on advanced further education and progression into higher education. Social and educational inclusion are satisfactory. Progression opportunities are good in most curriculum areas between levels and into higher education. Provision of full-time level 1 courses is limited and does not always meet the needs of students. Work with partners, especially schools, in developing provision for those aged 14 to 19, including through out centres, is highly effective.
20. The use of market research in planning the curriculum is insufficient. Sharing of good practice in curriculum development across the college is limited. Staff links with industry are strong and the college demonstrates a high level of responsiveness to employer needs in developing bespoke courses. The CoVE in horticultural technologies has exceeded most of its targets, but not met the planned increase in participation from under-represented groups. The proportion of students from minority ethnic groups is low and declined in 2007/08.

21. Most students gain considerable benefit from work experience elements of their courses. Personal and social development, enrichment and key skills are part of a well structured 'Entitlement' programme launched in 2007/08. This programme's impact upon many students is positive but is not fully embedded or evaluated. Students enjoy extra-curricular activities, such as sport and social events.
22. Guidance and support are inadequate overall, although good for work-based learners. Support for students with social, financial and behavioural needs is prompt and effective. The college offers a wide range of support, including counselling, welfare, careers and health-related help. It has good links with outside agencies. Staff are suitably qualified to support students, including those who have hearing impairments and dyslexia. Induction is appropriate, including for residential students.
23. The college has no overall tutorial framework, although managers have well advanced actions to improve provision. The quality and frequency of tutorials varies considerably from inadequate to good. Group tutorials include useful talks on various topics, including safe driving and health awareness. Although individual tutorials monitor progress and personal issues adequately, targets set for improvement are insufficiently specific or time bound. They are often lists of tasks to complete with too little focus on improving achievement. In most cases, students only receive one or two individual tutorials a year, and monitoring of targets and action plans is insufficiently regular.

Leadership and management

Inadequate: Grade 4

*Contributory grades:*

*Equality of opportunity*

*Satisfactory: grade 3*

*Work-based learning*

*Satisfactory: grade 3*

24. Leadership and management are inadequate, in contrast to the college's self-assessment of satisfactory. Senior managers and governors have a clear strategy for the provision of further education but this is not well known and understood by staff. Leaders and managers at all levels have not effected sufficient improvements in students' achievement and standards, except in work-based learning, where leadership and management are satisfactory. Significant and much-needed action, however, has recently taken place. Management has been restructured and new governors have been appointed.
25. Although quality assurance procedures have improved significantly, implementation lacks rigour or consistency. Some curriculum action plans are incomplete, incorrect and contradictory. Targets are often vague and major concerns regarding achievement and standards are under-emphasised. The internal lesson observation system has improved and outcomes inform staff development and appraisal well, but lessons are often over graded. Observers have not observed all teachers, and line managers have not appraised all their staff. The sharing of good practice is underdeveloped.

26. Financial management is satisfactory. The financial deficit for further education provision is decreasing but not all teachers are fully deployed. Success rates are low. Value for money is inadequate. ILT resources are improved but their effectiveness to aid learning is not analysed. The availability, accuracy and timeliness of management data have improved, but not all curriculum staff use these effectively.
27. The new governing body is determined to improve the quality of provision. The proportion of female governors is low. Governors have not received training on the legislative acts but staff have. Governors receive adequate reports on race relations from the equality and diversity group. The college has taken appropriate action to meet the requirements of the Race Relations (Amendment) Act 2000, the Special Education Needs and Disability Act 2002 (SENDA) and the Child Protection Act 1999. It does not have a safeguarding policy for work experience. Managers analyse success rates and monitor staff recruitment by gender, age, disability and ethnicity. The promotion of equality of opportunity is satisfactory.
28. The college has good links with local stakeholders and works effectively with employers. Accommodation and resources are satisfactory. Learning environments are very good in some areas but are unsatisfactory in others, such as the Cow Watering campus. Staff are appropriately qualified and most have or are working towards teaching qualifications. They make good use of the wide range of development opportunities.

## Sector subject areas

Agriculture, countryside and fish management                      Satisfactory: Grade 3

### Context

29. The college offers full-time agriculture, countryside and fish management courses at levels 2 and 3. These include first diplomas in agriculture and fish husbandry and national diplomas in agriculture, countryside and fish management. A range of industrially-related short courses is available to full-time students. There are 27 students on level 2 and 122 on level 3 courses. Most are aged 16 to 18 years. A small group of school pupils attend a level 2 programme in agriculture.

### Strengths

- high success rates on national diploma in countryside management
- good achievement of a wide range of additional qualifications in agriculture
- good development of practical skills
- extensive range of curriculum-related enrichment activities.

### Areas for improvement

- low success rates on full-time agriculture courses
- insufficient planning of learning in theory lessons
- ineffective target setting and action planning
- insufficient promotion of equal opportunities.

### Achievement and standards

30. Achievement and standards are satisfactory. Success rates on the national diploma in countryside management are high. Success rates on full-time agriculture courses are low. Students on agricultural courses achieve a good range of vocationally relevant qualifications, considerably enhancing their employability. Key skills success rates are satisfactory. Attendance is good. Standards of work are satisfactory. Progress relative to students' prior attainment on the first diploma course is good, but the rate of progress of more able students on national diploma courses is low.

### Quality of provision

31. Teaching and learning are satisfactory. The college estate and its diverse resources are used well to support good practical skill development of students. In better lessons, teachers use a wide range of learning activities and motivate students well. The planning of theory lessons is insufficient to ensure that all students are effectively engaged and challenged to extend their learning and make progress. Most teaching accommodation is satisfactory. A few staff lack confidence in using ILT. Teachers use an extensive range of curriculum-related activities to enhance learning.

32. Staff plan assessments adequately and provide students with helpful feedback on how to improve their work. Target setting and action planning are ineffective in challenging or improving students' performance and do not link sufficiently to individual learning plans.
33. The range of courses at levels 2 and 3 to meet the needs and interests of students is satisfactory. Levels 1 and 2 provision with schools is developing well. Provision for school leavers and adults at level 1 is limited. Students' progression into further education or employment is good, but progression into higher education is low.
34. Guidance and support are satisfactory. Students with additional learning needs receive good support. Insufficient time is available in tutorials to develop students' learning skills.

### Leadership and management

35. Leadership and management are satisfactory. Communication between Shuttleworth and Writtle is effective and improved by use of video conferencing. Staff are unclear about the long-term development of agriculture, countryside and fish management provision. Staff development opportunities are good. The promotion and reinforcement of equality of opportunity through the curriculum is insufficient. Detailed course and curriculum review action plans are regularly reviewed at team meetings. Teams make satisfactory use of data, including monitoring students' progress. Inspection findings match most self-assessed strengths but self-assessment does not identify several key areas for improvement effectively.

## Animal care and veterinary nursing

Inadequate: Grade 4

## Context

36. The college offers full- and part-time provision from levels 1 to 3 in animal care and veterinary nursing. Courses include national vocational qualifications (NVQ) at levels 1 to 3, and certificates and diplomas at levels 2 and 3. Of 325 students aged 16 to 18 years, almost all are full-time. Of 242 adults, most study part-time. Work-based learners number 44; 8 in animal care and 36 in veterinary nursing. The majority of students study at Writtle. There are 33 school pupils taking a NVQ level 1 course.

## Strengths

- good teaching and learning for school pupils
- well managed animal resources at Shuttleworth
- effective support for work-based apprentices.

## Areas for improvement

- low success rates on level 3 qualifications
- insufficient reinforcement of learning
- insufficient challenge for more able students
- weak target setting and action planning
- poor use of animal resources at Writtle
- slow management response to improve success rates.

## Achievement and standards

37. Achievement and standards are inadequate. Success rates on level 3 qualifications are low. Retention on the national diploma has been below average for two years. Retention of current students has improved. Success rates on level 2 courses are satisfactory. Veterinary nursing achievement has improved and success rates are satisfactory. Progression into higher education has improved significantly and is satisfactory. Attendance is satisfactory.

## Quality of provision

38. The quality of teaching and learning is inadequate. Too much teaching is dull and uninspiring and the reinforcement of learning is insufficient. Some schemes of work make ineffective use of time. Few lesson plans include extension activity to challenge the more able students. Theory and practice are not well integrated; for example, students using disinfectant during routine duties in the animal care unit are unaware of correct dilutions. Teaching and learning of school pupils are good. Lessons are lively with a good balance of practical and theory. Assessment and monitoring of progress are satisfactory. Assignment work is satisfactory but practical skills are underdeveloped.

39. The college has a good range of full- and part-time courses. Use of visiting speakers, trips and study tours enhances students' experience. Strong links with employers enable good integration of on- and off-the-job training.
40. Guidance and support are inadequate. Students receive good pastoral support. In-class support for students with disabilities is good. The tutorial process, however, does not focus sufficiently on raising achievement. Target setting and action planning are weak. Staff support work-based learners well and provide thorough reviews of their progress.

#### Leadership and management

41. Leadership and management are inadequate. Improvement in success rates is slow and action planning is weak. Managers do not use data well to inform management decisions. The setting of standards and sharing of best practice between sites are insufficient. Managers are implementing changes, including improving recruitment approaches and course organisation but actions taken have yet to impact successfully. Well managed animal care resources at Shuttleworth include a wide range of animals, including exotic species such as lemurs. Facilities for dogs and cats are lacking but planned. The college recognises the need to replace the dated animal care resources at Writtle. The maintenance of the animal care unit is inadequate and sets a poor example for students. Managers pay insufficient attention to health and safety, and some poor practice is accepted. Self-assessment is broadly accurate and identifies most areas for improvement but underestimates their impact.

## Equine studies

Satisfactory: Grade 3

### Context

42. The college offers full-time courses at levels 2 and 3. At level 2, 24 students are studying certificate and first diploma courses. At level 3, 87 students are studying national diploma and award courses, and 19 studying on an advanced national certificate course. The college offers part-time NVQ courses for school pupils and there are 20 apprentices in work-based learning. Students taking British Horse Society (BHS) qualifications at stages 1 to 3 number 124. The majority of students are full-time and aged 16 to 18 years.

### Strengths

- high success rates on full-time level 2 courses
- productive use of equestrian resources
- good integration of key skills
- good range of assessment methods
- effective measures to improve retention.

### Areas for improvement

- low success rates on BHS qualifications
- low success rate on the advanced national certificate course
- insufficiently challenging teaching
- inadequate information and learning technology resources.

### Achievement and standards

43. Achievement and standards are satisfactory. Success rates on level 2 full-time courses are high. They are broadly similar to the average on the national diploma course. The success rate on advanced national certificate was low in 2006/07; however, the retention rate in 2007/08 shows improvement. The success rate on the BHS stage 1 course has improved and is satisfactory. Few students, however, achieve at stage 2 and very few take the stage 3 examination. Attendance is good. Standards of work are satisfactory.

### Quality of provision

44. Teaching and learning are satisfactory. In the best lessons, teachers plan learning well and use a variety of teaching techniques. However, the use of ILT and visual aids is insufficient. In many practical lessons, teaching and learning is undemanding. Teachers plan theory work effectively but the more able students are unchallenged.
45. Teachers use resources productively, linking theory and practical well; for example, students set up and run horse shows open to the public effectively and profitably. Equine resources at Shuttleworth have insufficient catering and rest facilities for students. Teaching accommodation is shabby with insufficient access to ILT resources. There is no outdoor riding surface and limited



opportunities to work horses on grass. At Writtle, students have limited access to computers at the equine centre and are not able to borrow books from the small library. There are too few lockers. Riding surfaces are worn out. Provision of ILT has improved but teachers have not embedded its use into learning. Eating facilities for students are cramped and some teaching rooms are cold and uncomfortable.

46. Assignment briefs are imaginative with a wide range of assessment methods. Feedback is comprehensive and helpful; however, teachers do not always correct spelling, grammar and technical inaccuracies. Integration of key skills into vocational assessments is good and key skills achievement is improving. The curriculum meets students' needs satisfactorily.
47. Guidance and support are satisfactory. Teachers are accessible and offer frequent support to students. At individual tutorials, tutors set helpful targets for students, but checking on achievement of these is often inadequate.

#### Leadership and management

48. Leadership and management are satisfactory. Measures to improve retention, such as changing the timing of work placement and restructuring yard duties, are proving effective. Communication is good. Appraisal identifies staff development needs well and managers encourage staff to improve their skills. Self-assessment of the quality of teaching is inaccurate and overgenerous. Overall, self-assessment identified strengths but it does not adequately recognise areas for improvement.

## Horticulture and floristry

Inadequate: Grade 4

### Context

49. Full-, part-time and short courses are available from levels 1 to 3 in floristry, amenity horticulture, including sports turf and garden design. Of the 505 students studying horticulture, about a fifth study full-time. Of the 152 floristry students, just under half study full-time. Overall, the majority study at Writtle and about one third of all students is aged 16 to 18 years. Full-time courses include certificates and diplomas. NVQs and short courses are also offered. 33 school pupils undertake level 1 provision in horticulture at outreach centres.

### Strengths

- good practical skill development in floristry
- good practical resources at Writtle
- good use of visits and study tours to enhance the curriculum.

### Areas for improvement

- low pass rates on advanced national certificate in floristry
- very low success rates on national diploma in horticulture and certificate in gardening
- insufficient planning of theory teaching in horticulture
- ineffective target setting and action planning
- insufficiently developed quality assurance procedures.

### Achievement and standards

50. Achievement and standards are inadequate. Success rates overall are broadly satisfactory in floristry, although pass rates are poor on the advanced national certificate in floristry. Success rates on horticulture courses vary; the rate is high on level 2 NVQ in sports turf, but very low on national diploma in horticulture and certificate in gardening courses. Success rates in key skills qualifications are improving and they are high for florists in both communication and information technology. Students enjoy their work. Practical skill development is good in floristry.

### Quality of provision

51. Teaching and learning are inadequate. Floristry lessons include some good features. Teachers encourage the use of ILT in garden design and floristry effectively. Planning of horticulture theory lessons uses a narrow range of teaching and assessment methods that take insufficient account of individual learning needs and fail to involve and challenge students effectively.
52. Resources are good at Writtle. Modern floristry workshops are well equipped, including a training shop. Glasshouses and landscaped areas are extensive with a variety of ornamental and unusual plants. Resources at Shuttleworth are

satisfactory. ILT resources are considerably enhanced at Writtle as a result of CoVE status.

53. The curriculum is satisfactory and meets the needs and interests of students. Links with industry are used well to provide a wide variety of good work placements. Students use good opportunities to run exhibitions and take part in competitions, tours and visits which link effectively to assessment. Progression opportunities from full- and part-time course are clear and well used.
54. Guidance and support are inadequate. Additional learning support is put into place speedily. Informal support is good, but formal tutorials are infrequent and lack challenge and clear action points and targets, which are not routinely followed up.

#### Leadership and management

55. Leadership and management are inadequate. Aspects of leadership and management in floristry are good. Staff are well qualified. Many have industry experience and are members of professional associations. New teachers receive a high level of support. Not all staff, however, have an appraisal. Quality assurance processes are insufficiently developed. Course review and self-assessment do not focus sufficiently on areas for improvement identified at the last inspection or pay sufficient attention to raising the quality of teaching and learning. The self-assessment report overstates some key strengths, although most areas for improvement are noted. Focus on sharing of good practice is insufficient.

## 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	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
1 Long	04/05	196	43	65	-22	93	41	62	-21
	05/06	86	55	78	-23	31	35	64	-29
	06/07	173	76	n/a		34	85	n/a	
GNVQs and precursors	04/05	0				0			
	05/06	0				0			
	06/07	0				0			
NVQs	04/05	3	100	68	32	0			
	05/06	10	90	73	17	9	0	74	-74
	06/07	11	73	n/a		1	0	n/a	
Other	04/05	193	43	64	-21	93	41	62	-21
	05/06	76	45	69	-24	22	50	65	-15
	06/07	162	76	n/a		33	88	n/a	

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	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
2 Long	04/05	396	47	68	-21	611	75	62	13
	05/06	455	62	73	-11	699	62	65	-3
	06/07	472	64	n/a		613	71	n/a	
GCSEs	04/05	0				0			
	05/06	0				0			
	06/07	0				0			
GNVQs and precursors	04/05	46	85	67	18	77	92	75	17
	05/06	68	78	69	9	70	73	68	5
	06/07	110	76	n/a		90	74	n/a	
NVQs	04/05	51	8	57	-49	55	27	61	-34
	05/06	24	46	65	-19	41	54	67	-13
	06/07	30	43	n/a		44	68	n/a	
Other	04/05	299	48	61	-13	479	78	60	18
	05/06	361	58	66	-8	598	61	65	-4
	06/07	332	61	n/a		479	71	n/a	

Table 3

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	Diff	Starts – Transfers	College Rate	National Rate	Diff
3 Long	04/05	233	77	69	8	174	51	57	-6
	05/06	338	68	74	-6	262	45	59	-14
	06/07	404	69	n/a		279	36	n/a	
A/A2 Levels	04/05	0				0			
	05/06	0				0			
	06/07	0				0			
AS Levels	04/05	0				0			
	05/06	0				0			
	06/07	0				0			
GNVQs and precursors	04/05	0				0			
	05/06	0				0			
	06/07	0				0			
NVQs	04/05	2	50	63	-13	17	12	19	-7
	05/06	3	33	71	-38	19	32	63	-31
	06/07	0				32	50	n/a	
Other	04/05	231	77	60	17	140	54	59	-5
	05/06	330	69	65	-4	233	46	64	-18
	06/07	404	69	n/a		247	34	n/a	

Table 4

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

Programme	End Year	Success rate	No. of students*	Provider/college NVQ rate **	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04/05	overall	6	50	50	50	35
		timely	6	50	31	33	21
	05/06	overall	9	67	54	22	44
		timely	9	22	34	0	27
	06/07	overall	10	60	64	60	58
		timely	11	36	43	27	37
Apprenticeships	04/05	overall	44	61	52	43	40
		timely	52	44	29	25	22
	05/06	overall	54	63	59	63	53
		timely	52	44	38	33	33
	06/07	overall	33	73	65	73	61
		timely	25	44	47	44	42

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

- \* Students who leave later than originally planned are counted in the year they actually leave. This group of students are then added to the students 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'

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