

Central Sussex 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); the previous inspection reports (www.ofsted.gov.uk); reports from the inspectorate annual assessment visits or quality monitoring inspection; and data on learners and their achievement over the period since the last inspection. This inspection focused on the following aspects:

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: science and mathematics; engineering and manufacturing technologies; information and communication technology (ICT); sport, leisure, travel and tourism; and preparation for life and work.

Description of the provider

1. Central Sussex College is a large general further education college in West Sussex, formed from the merger in August 2005 of Crawley College and Haywards Heath Sixth Form College. It serves a population of around 240,000. Haywards Heath site has retained its identity as a sixth form centre and caters largely for full-time students aged 16 to 18. The focus at Crawley is on vocational education.
2. West Sussex has experienced slower than average economic growth since 1998. Economic productivity and average earnings for the area are below national and regional averages. However, unemployment rates are low. Attainment by pupils in local secondary schools is just above the national average.
3. The college offers a broad range of vocational and academic courses in 14 of the 15 sector subject areas. It also runs programmes in work-based learning (WBL), Train to Gain (T2G), and a small provision for adult and community learning (ACL). The college attracts around 600 learners aged 14 to 16 from local schools onto vocational programmes. It is a key partner in consortia to deliver specialised diplomas from September 2009.
4. In 2007/08 there were 6,570 learners on roll, of whom 42% were full time and 58% were part time; around 40% were aged 16 to 18 and 60% were adults. Around 15% of college students are from minority ethnic groups. This is above the ethnic profile of the central Sussex area community of 6%. The college is a partner in five centres of vocational excellence (CoVE): care; construction; retail; instrumentation, automation and control; and restoration and conservation. It was awarded Action for Business College status in June 2006 and is the lead provider in an Action for Inclusion network for students with profound and moderate learning difficulties.
5. The college's mission is 'to be the college of choice by putting skills and learning at the heart of everything we do'.

Summary of grades awarded

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

Sector subject areas

Science and mathematics	Satisfactory: Grade 3
Engineering and manufacturing technologies	Good: Grade 2
Information and communication technology	Good: Grade 2
Sport, leisure, travel and tourism	Satisfactory: Grade 3
Preparation for life and work	Good: Grade 2

Overall judgement

Effectiveness of provision

Good: Grade 2

6. The effectiveness of provision is good. Success rates have increased significantly since the previous inspections and are now above national average. Success rates for learners on WBL, ACL, and T2G programmes are satisfactory, but improving. The achievement of students aged 14 to 16 is good. Student retention and attendance are improving and are now good, although retention rates in a few curriculum areas are not yet high enough.
7. Teaching and learning are good. The majority of lessons offer students a wide range of activities which challenge and motivate and include effective use of information learning technology (ILT). However, the planning of a minority of lessons is not effective in meeting the individual needs of students. Learners, including those on WBL programmes, develop skills to a high standard.
8. The college's response to meeting the needs and interests of students and to educational and social inclusion is good. The college collaborates with, and responds very effectively to, the needs of local schools and employers. The range of courses for students aged 14 to 16 is outstanding. However, work opportunities and enrichment activities for students aged 16 to 18 are underdeveloped. Guidance and support for students are good. Students benefit from good initial assessment, pastoral and additional learning support, and from a wide range of effective welfare services.
9. Leadership and management are good, and outstanding for provision of English for Speakers of Other Languages (ESOL). Data are used effectively to identify areas for improvement and target actions. Steps to improve success rates and raise the quality of teaching and learning have been effective. The self-assessment report is accurate, although it overestimates the quality of teaching and learning. The promotion of equality of opportunity is good. The standard of accommodation is satisfactory and the college is undergoing extensive improvements. Governance is good and the college provides good value for money.

Capacity to improve

Good: Grade 2

10. The college has good capacity to improve. There have been significant improvements in success rates on many courses, although not consistently across the college. Quality assurance is good and the self-assessment report proved broadly accurate. There is strong and effective leadership from senior managers and governors. The college has set a clear strategic direction and its progress towards targets for improvement is closely monitored. Targets are used well to drive improvements. Financial planning and management are good.

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

11. The college has made good progress since the last inspection. Standards of teaching and learning have improved and overall success rates have risen at a faster rate than seen nationally across similar colleges. Many are now higher than the national average. However, these improvements have not been consistent across all areas of the college. Success rates for work-based provision have improved and are now at least satisfactory. Students' progress on GCE AS courses has improved significantly against their starting points, but not so well across the A level provision. Inadequate provision identified at the last inspection was reinspected and has improved in all areas. There have been significant improvements to the standard of accommodation and to accessibility at Haywards Heath. Key skills success rates have improved and are now good. Additional learning support is widely available and more effective. Quality assurance is good and is based on more effective use of data by staff.

Key strengths

- high success rates for students at levels 1 and 3
- very successful provision for students aged 14 to 16
- good teaching and learning
- wide and inclusive range of provision
- good academic and welfare support for students
- strong educational and social inclusion
- outstanding management of ESOL provision
- good leadership, management and governance
- good partnership work with schools and employers
- good contribution to community cohesion.

Areas for improvement

The college should address:

- success rates on long courses at level 2, and by adults on short courses
- retention rates for courses in a minority of curriculum areas
- planning of the minority of lessons that do not fully meet students' needs
- the range of enrichment and work experience opportunities for many students
- the overgenerous estimation of the quality of teaching and learning
- the minority of accommodation in poor condition.

Main findings

Achievement and standards

Good: Grade 2

Contributory grades:

Adult and community learning

Satisfactory: Grade 3

Work-based learning

Satisfactory: Grade 3

Train to Gain

Satisfactory: Grade 3

12. Inspectors agree with the college's judgement that achievement and standards are good. Overall success rates have improved significantly since the last inspection and are now above the national average. Long course success rates are above average for all age groups. Although success rates for students on long courses at levels 1 and 3 are high, those at level 2 have remained satisfactory, due mainly to lower achievement rates of adults. For all long courses, the success rates of females aged 16 to 18 are higher than for males.
13. Success rates for short courses have improved significantly and are now satisfactory. Although the achievement rates of adults on short courses have improved, they are still below average. Achievement and progression to further training or employment are high for students aged 14 to 16. Success rates for work-based programmes have improved and are now satisfactory, as are those for ACL. College data indicate further significant improvement, particularly in timely rates for advanced apprentices in construction and engineering, apprentices in business administration and T2G learners.
14. Success rates vary significantly across curriculum areas. They are particularly high in information and communication technology (ICT) and ESOL. Success rates in GCSE English and mathematics courses are well above the national average, and those for key skills have also improved to above average. More students progress into higher education than previously.
15. The standard of students' work is good overall. Students develop good work-related skills which help them achieve economic well-being. Their approach to health and safety is good. Attendance and retention rates have improved since the last inspection and are now good, although variable between subjects and by age groups. For example, retention rates on courses in hospitality, leisure and tourism, and construction are too low.
16. The college systematically analyses the performance of specific groups of students and takes effective action to address any differences. For example, almost all groups of students from minority ethnic groups achieve as well as their peers; strong links with local community groups are being developed to raise the achievement of underperforming Bangladeshi students. Students with learning difficulties and/or disabilities achieve higher success rates than their peers.

Quality of provision

Good: Grade 2

*Contributory grade:**Adult and community learning**Satisfactory: Grade 3*

17. The quality of provision is good, in agreement with the college's judgement. Teaching and learning are good overall but vary across subjects. Relationships between teachers and students are good and students enjoy their lessons. Although teachers know their students well they are not always successful in fully meeting the needs of students of varying abilities. A minority of lessons are dull, lack challenge and fail to inspire all students to achieve their best. This contrasts markedly with the better lessons in which students participate enthusiastically in activities, their learning is checked regularly, and they make good progress. There is much good use of ILT and increasing use of the college virtual learning environment (VLE) to support learning and to help students develop as independent learners.
18. Assessment and internal verification practices are good. These, together with careful tracking of students' progress, are used well by teachers to help students improve their performance. However, targets set by teachers are variable across the college and are often too general to promote learning. Students are encouraged to reflect on their learning and formally express their views on the effectiveness of teaching, a practice which helps teachers improve.
19. The college meets the aspirations and interests of students well. There is a wide curriculum range and managers ensure that local, regional and national priorities are met. Employers' needs are met particularly well through flexible delivery and assessment methods on work-related programmes. The college's approach to social and educational inclusion is good. The college has strong and productive links with local schools and offers an outstanding range of vocational courses for students aged 14 to 16. The college's ACL programme is satisfactory and linked to other local provision. Progression routes for students are generally good. However, managers do not systematically analyse progression rates of students within the college. Subject-related enrichment, including work experience, visits and external speakers, varies across the college and is insufficient in a few subjects.
20. Guidance and support are good and have improved since the last inspection. Initial advice and guidance are very effective. Students receive good academic, welfare and personal support from tutors, teachers, welfare officers and personal advisors who work very effectively together. The college's strong inter-agency and external links are very effective in providing specialist support where needed. Students receive good advice about careers and higher education.
21. The initial assessment of additional learning needs for full-time and work-based learners is thorough. Additional learning support meets the needs of most students well and promotes good achievement. However, learning support is less readily available for adults who attend college on a part-time

basis. Learning support assistants are well qualified to help with the wide range of identified needs of students.

22. Guidance and support services are well managed and promoted across the college. However, senior managers do not yet evaluate the reasons why some students transfer between courses early in their programme. The tutorial programme focuses effectively on the Every Child Matters themes and on improving students' health and well-being. Many tutorials are imaginative, lively and of good quality. However, a few are less effective and tutors lack the confidence to deliver the more challenging topics.

Leadership and management

Good: Grade 2

Contributory grades:

Equality of opportunity

Good: Grade 2

Adult and community learning

Satisfactory: Grade 3

23. Leadership and management are good. Governance is strong. The principal provides effective and supportive leadership. The merger between the two former colleges was well led and managed by governors and senior managers and has created a college where there have been significant improvements in achievement and standards over the last three years. The college has a clear strategic direction which has been developed through good consultation with staff and the local community. The range of provision, especially to meet the needs of more disadvantaged students at entry level and level 1, has improved and is now very wide. The college plays a leading role in the development of the 14-19 curriculum and already has very successful provision for 14 to 16 year old students. Teaching and learning have improved but further improvements are needed and there are clear plans to address remaining issues. While achievement and standards have risen and are now above the national average in many areas, there is still a need to improve standards, especially on level 2 provision and on short courses in several areas.
24. This is an inclusive college which makes a significant contribution to local community cohesion. It pays very close attention to equality and diversity and promotes equality of opportunity well in many areas of its work. The college has invested significantly in staff to support this work and effectively analyses its plans and procedures to ensure that they meet the needs of all potential students. A broad range of education and training opportunities are provided for students of differing abilities including vulnerable young people and those with disrupted educational backgrounds.
25. The performance of students from different ethnic backgrounds and those with learning difficulties and/or disabilities is analysed carefully and when underperformance is detected it is successfully addressed. The range and quality of support to help all students achieve their potential are good. The college meets current government requirements for safeguarding children and vulnerable adults and students rightly report that the college provides a safe

and welcoming environment for learning. The college also meets its obligations under race, disability and gender equality legislation.

26. Quality assurance is good. Courses are reviewed regularly and effective action is taken to address areas for improvement. Students' views are carefully gathered and acted upon. The self-assessment report is detailed and broadly accurate. Standards of teaching and learning are closely monitored, but the college's lesson observation system proved to be somewhat overgenerous in its assessment of the quality of teaching and learning. Target setting to improve the quality of provision is well developed. There is an extensive range of support for teachers, such as staff development, mentoring and peer observation, which successfully help them to improve their practice.
27. Curriculum management is good. WBL and T2G provision are well managed. Management of the large ESOL provision is outstanding. Middle managers are clear about their roles, feel very well supported by senior managers with effective staff development and have the responsibility and authority to develop their areas. Communication across the college, and with employers, is good and staff feel generally well informed.
28. Much of the college's accommodation has improved and plans for further extensive improvements are well advanced. The new buildings provide excellent work environments for staff and students. In a few areas, accommodation is in poor condition. Students have good access to computers and most classrooms and practical areas are appropriately equipped and furnished. Staff are suitably qualified for their work and teachers either hold, or are working towards, a teaching qualification.
29. Financial management is good. Resources are clearly targeted to underpin strategic decisions and support curriculum developments. Students' progress, attendance and retention are closely monitored. The college provides good value for money.

Sector subject area

Science and mathematics

Satisfactory: Grade 3

Context

30. The college offers AS and A-level courses in mathematics, further mathematics, biology, chemistry, physics, geology, and psychology; AS level courses in use of mathematics and environmental science; and GCSE courses in mathematics and science. All students are full-time with 827 aged 16 to 18 and 30 adults.

Strengths

- high success rates for AS and A-level biology and chemistry, and A-level psychology
- highly effective use of practical work and learning resources
- wide range of science enrichment activities relevant to the curriculum.

Areas for improvement

- success rates for AS and A-level physics and A-level mathematics
- too much teaching that is insufficiently challenging
- accommodation for some mathematics lessons.

Achievement and standards

31. Achievement and standards are satisfactory. Success rates for most AS and A-level subjects are at least satisfactory and comparable with the high national average for sixth form colleges. They are high for AS and A-level biology and chemistry, and A-level psychology, but consistently low for physics courses. Retention rates are generally high, particularly for AS subjects. The proportion of high grade passes decreased for half the subjects in 2008, in most cases to below national figures. Although students achieve the results expected from their GSCE performance in most subjects, they are lower than expected in psychology and some mathematics courses. The success rate of students achieving high grades in GCSE mathematics is significantly higher than the national average. Progression rates between AS and A-level subjects, and to higher education, are high. Overall attendance continues to improve and is now good.

Quality of provision

32. Teaching and learning are satisfactory. Teachers' subject knowledge is very good and they use ILT well to support learning. In the better lessons, teachers use a variety of activities to maintain the interest of students; a broad range of learning materials is available and practical activities are very effective. In less effective lessons, teaching is insufficiently challenging, the pace is too slow and understanding is not sufficiently checked. Students are

generally enthusiastic, enjoy their studies and are able to work independently. The assessment of learning is satisfactory. Homework is set and marked regularly, although comments to help students improve their work are sometimes superficial.

33. A good range of science and mathematics courses meets the needs of students well. Additional support is provided for students; for example, for those taking biology without chemistry. A broad range of enrichment activities includes residential field trips and one-day visits. Support and guidance for students is satisfactory. Individual targets for students are too general and lack rigour. Student progress is reviewed regularly but suggestions for improvement are often limited.

Leadership and management

34. Leadership and management are satisfactory. Self-assessment is generally accurate, although some strengths are overgenerous, particularly for teaching and learning and students' achievement. All staff are well qualified and many have extensive teaching experience. However, there is insufficient sharing of good practice in teaching and learning. Accommodation for some mathematics classes is poor and takes place in temporary classrooms which are shabby and sometimes cold. Science laboratories are well resourced, with good facilities for students requiring wheelchair access. The promotion of equality of opportunity is good.

Engineering and manufacturing technologies

Good: Grade 2

Context

35. The college offers full- and part-time courses in mechanical, electrical and electronic engineering, fabrication and welding, aeronautical, computer-aided design and motor vehicle studies. Provision ranges from entry level to level 4. Of the current students, 329 are full time and 743 are part time. There are 60 learners on T2G programmes and 135 work-based learners, 80 of whom are advanced apprentices. There are a further 180 students aged 14 to 16 following engineering and motor vehicle courses.

Strengths

- high success rates on short courses, advanced apprenticeships and courses at level 1
- good support for students with additional learning needs
- wide and responsive range of programmes
- good management to improve provision.

Areas for improvement

- success rates on many level 2 programmes
- activities to extend learning in mixed ability sessions.

Achievement and standards

36. Students' achievement is good. Success rates have improved significantly in the last five years and many are at or above the national average. For example, in 2007/08 success rates for advanced apprentices and the level 1 course in motor vehicle improved significantly and those for short courses were above 94% at all levels. The standard of learners' work is satisfactory and they pay good attention to health and safety. Success rates for learners on level 2 courses declined in 2007/08 and are below the national average, as are those for apprentices in motor vehicle. Redundancies lowered the success rates on T2G programmes.

Quality of provision

37. Teaching and learning are satisfactory. Learning support staff provide good additional support in lessons and in individually tailored sessions. Teachers respond well to students' needs and students value their support. In the best lessons staff employ a broad range of teaching strategies and make good use of ILT and specialist training packages. Lessons that include groups of students from different courses or year groups do not always employ sufficient activities and tasks to extend learning for more able students. Assessment and monitoring of students' progress are satisfactory. Feedback to students on assignments is not always detailed and useful. An effective

progress monitoring system has recently been introduced, providing timely information to all staff.

38. The programmes and activities meet the needs and interests of learners well and a wide range of progression routes are available. A good variety of engineering modules are offered to employers and WBL providers to respond effectively to their requirements. An employer-specific motor vehicle workshop and training room has been established. Guidance for learners is satisfactory. The recruitment processes have now been improved. The well-designed college-wide tutorial programme is not delivered to a consistently high standard across the department.

Leadership and management

39. Leadership and management are good. Very effective actions have been taken to improve provision and success rates. The curriculum offer has been changed to remove low performing courses and to provide better options for learners and employers. Staff development focuses well on improving teaching and learning. Opportunities are being extended for staff to observe and share good practice in other faculties and colleges and there is a broad range of specialist training resources. The response to equality of opportunity is satisfactory.

Information and communication technology

Good: Grade 2

Context

40. The college provides full-time courses from entry level to level 4. They include AS and A-level courses, national diplomas at levels 1 to 3, and other qualifications at all levels, providing ICT courses to support programmes across the college. Part-time courses include courses at levels 1 and 2 and a large proportion of non-accredited courses. There are 444 full-time students aged 16 to 18, and 126 adults studying part time.

Strengths

- high success rates on most courses
- many lively and well managed lessons
- good range of courses for full-time students
- good academic and pastoral support
- good curriculum management.

Areas for improvement

- retention rates on the national award and AS applied ICT courses
- planning in a few lessons to fully meet students' needs
- opportunities for subject-related enrichment activities.

Achievement and standards

41. Achievement and standards are good. Success rates for most courses are high, particularly for the large number of students at level 1 studying ICT as a skill for life. Pass rates on all courses at level 3 are significantly above the national average. However, a few courses, such as the national award and the AS level in applied ICT, have low retention rates. Most learners develop good skills to help them in the world of work and some produce very imaginative work. Students enjoy their work and attendance is satisfactory.

Quality of provision

42. Teaching and learning are good. Many lively and well managed lessons stimulate learning with a wide variety of activities and tasks. Teachers are knowledgeable and present information clearly, using questioning effectively to reinforce learning. However, a minority of lessons are insufficiently challenging or planned to meet the full range of learners' needs. The college's VLE is used well both in lessons and by students at home. Assessment is rigorous and students receive detailed and helpful feedback.
43. A wide range of courses meets students' needs and interests well. For example, there are vocational and non-vocational courses at all levels and modes of learning, as well as many additional units in, for instance, iMedia and web programming. However, there are insufficient opportunities for subject-related enrichment activities or work experience.

44. Academic and welfare support for learners are good. Career advice and guidance are satisfactory. Additional learning support needs are identified early for full-time students and effective support is provided. However, this has only recently been introduced for adults. Progress reviews are frequent and constructive, although some targets set are not sufficiently rigorous. Optional lessons and individual coaching are effective in helping students to achieve their potential.

Leadership and management

45. Leadership and management are good. Effective curriculum development continues to broaden the choice for students. Course reviews are rigorous. Self-assessment is accurate and thorough and has been used well to improve the quality of provision. However, there is insufficient sharing of good practice across college sites. The ICT curriculum is not yet fully coordinated across the college. Although resources are generally satisfactory, some classes are in unsuitable rooms or use inappropriate equipment. Equality of opportunity is satisfactory although few females study computing.

Sport, leisure, travel and tourism

Satisfactory: Grade 3

Context

46. The college offers courses in sport, leisure, travel and tourism with clear progression routes for learners from levels 1 to 3. There are 440 full-time students over the three levels and 45 part-time students, of whom 29 are adults. Level 2 courses are studied by 88 students and level 3 by 186. Almost 60% are female. The college also attracts 15 full-time students through its football development programme with Crawley Town Football Club.

Strengths

- high success rates on A-level physical education and AS and A-level travel and tourism
- good teaching and learning of practical skills in sport
- good partnerships with local organisations.

Areas for improvement

- success rates on many full-time courses
- insufficiently challenging teaching in theory lessons.

Achievement and standards

47. Achievement and standards are satisfactory. Success rates on two thirds of full-time courses are satisfactory and rates for a few full-time courses are consistently below the national average. Students' practical skills are good; for example, on the football development programme run in partnership with a local football club. The standard of their written work is satisfactory. Progression rates are good between levels within the college. Many students progress onto further or higher education, or into employment. Effective monitoring of students' progress has improved attendance and punctuality which are now good.

Quality of provision

48. Teaching and learning are satisfactory. In the better lessons students are fully involved in a good variety of activities from which they can develop their skills. For example, sports students analysed team tactics and communication in a practical lesson and critically assessed their impact. Constructive feedback from staff helps students to improve their work. However, in too many lessons teachers do not challenge the students to think independently and develop their own ideas.
49. The range of courses offered is satisfactory, as are the additional enrichment activities, including sports and work experience opportunities. Progression routes between levels in the college are good, particularly for travel and tourism. Initial advice and guidance are good, as is the guidance for students when they progress to employment or further education. Additional learning

needs are assessed accurately at interview and students receive good learning support. Students value the academic and pastoral support that they receive from all staff. Their progress is reviewed regularly and effective actions for improvement are followed up. However, students' targets are not always sufficiently rigorous and challenging. Students appreciate the safe and caring culture in which they learn.

Leadership and management

50. Leadership and management are satisfactory, as is the promotion of equality of opportunity. Self-assessment is broadly accurate and the availability and use of data are good. Although there is a clear focus on raising standards through comprehensive course reviews, the impact cannot yet be seen in the improvement of underperforming full-time courses. The availability of IT resources has improved since the last inspection. Good partnerships exist between the college and local schools, employers, and the local community. Through these, students have access to very good resources and skills expertise.

Preparation for life and work

Good: Grade 2

Context

51. About 1,100 students attend literacy, numeracy or ESOL programmes from pre-entry to level 2. Around a quarter of students are aged 16 to 18 and most attend full-time programmes. Most adult learners attend part time.

Strengths

- very high success rates on ESOL programmes
- well planned and lively teaching
- highly responsive range of programmes
- very effective learning and personal support
- outstanding management of ESOL programmes.

Areas for improvement

- success rates on adult literacy courses at levels 1 and 2, and numeracy at level 1
- teaching of numeracy on pre-vocational courses.

Achievement and standards

52. Success rates on most ESOL programmes are very high and students enjoy their lessons. Students make good progress in understanding the British culture as well as in acquiring language skills. Those on entry level literacy programmes achieve high success rates and greatly increase their confidence. However, success rates on too many literacy and numeracy courses at level 1 and on literacy at level 2 are low. Progression to other college courses is good. Attendance is satisfactory.

Quality of provision

53. Teaching and learning are good. Most teaching is well structured and lively. In better lessons, teachers successfully meet all individual needs within group activities. Most teachers use ILT well to engage students' interest and extend their learning. Teachers of adults are skilled at developing independent learning skills. Initial assessment is thorough. Individual learning targets are clear and achievable. However, formative assessment in ESOL is not yet fully embedded. The teaching of numeracy to many young prevocational students is underdeveloped.
54. A wide and highly responsive range of programmes meets the needs of students very well. Many day and evening courses are available at the college and in community locations. Students can join courses throughout the year. The college has excellent links with a large number of employers and provides a wide range of programmes for their employees. College staff take courses to improve their literacy and numeracy skills in an excellent college-wide approach to raising skill levels.

55. Guidance and support are good. Marketing materials are well designed. Imaginative short courses encourage progression to vocational courses. Students receive very effective learning and personal support. Many staff are skilled at working with students with extensive additional needs or challenging behaviour. However, expertise in the use of assistive technology for students with sensory impairments is not fully developed.

Leadership and management

56. Leadership and management are good. The management of ESOL programmes is outstanding. Quality improvement is good. Lesson observations and course reviews are rigorous and detailed, although sometimes graded slightly generously. Self-assessment reports accurately identify most strengths and areas for improvement. Staff are well qualified and skilled, and strong partnerships with regional and national bodies enhance excellent professional development opportunities. Communication and team working are very effective. Accommodation is good but not all rooms have sufficient ILT resources. Equality and diversity are promoted effectively through the curriculum, particularly in foundation programmes. Learning materials reflect the high levels of participation by members of minority ethnic groups.

Learners' achievement

Table 1

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate**	Diff	Starts – Transfers	College Rate	National Rate**	Diff
1 Long	05/06	1793	76	69	7	1696	81	65	16
	06/07	1564	79	74	5	1351	86	70	16
	07/08*	1483	82			883	89		
GNVQs and precursors	05/06	71	61	73	-12	1	0	...	...
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...			...	...
NVQs	05/06	71	69	72	-3	7	43	74	-31
	06/07	88	45	75	-30	6	50	75	-25
	07/08*	36	75			6	83		
Other	05/06	1651	77	69	8	1688	81	65	16
	06/07	1476	81	74	7	1345	87	70	17
	07/08*	1447	82			877	89		

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

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

Table 2

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate**	Diff	Starts – Transfers	College Rate	National Rate**	Diff
2 Long	05/06	1347	67	66	1	1507	66	66	0
	06/07	1405	70	70	0	1364	69	69	0
	07/08*	1484	71			1068	68		
GCSEs	05/06	186	73	68	5	51	59	67	-8
	06/07	194	76	71	5	52	58	70	-12
	07/08*	239	83			77	74		
GNVQs and precursors	05/06	46	87	69	18	1	0	68	-68
	06/07	52	58	73	-15	16	75	71	4
	07/08*	13	92			...	...
NVQs	05/06	319	65	65	0	532	65	68	-3
	06/07	298	63	68	-5	514	65	69	-4
	07/08*	309	71			382	58		
Other	05/06	796	66	66	0	923	67	65	2
	06/07	861	71	70	1	782	72	69	3
	07/08*	923	68			609	73		

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

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

Table 3

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate**	Diff	Starts – Transfers	College Rate	National Rate**	Diff
3 Long	05/06	2974	82	71	11	1313	62	64	-2
	06/07	2929	81	73	8	1229	66	68	-2
	07/08*	3062	83			1099	75		
A/A2 Levels	05/06	871	96	87	9	34	94	72	22
	06/07	824	93	87	6	14	50	76	-26
	07/08*	748	94			25	76		
AS Levels	05/06	1402	81	67	14	27	56	55	1
	06/07	1417	79	69	10	42	67	59	8
	07/08*	1427	83			30	73		
GNVQs and precursors	05/06	41	98	66	32	2	100	57	43
	06/07	...	...	...	...	...	...	...	...
	07/08*	...	...			...	...
NVQs	05/06	84	81	71	10	380	51	63	-12
	05/06	52	75	74	1	323	52	69	-17
	07/08*	57	88			347	72		
Other	05/06	576	64	65	-1	870	66	64	2
	06/07	636	68	70	-2	850	71	69	2
	07/08*	830	72			697	77		

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

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

Table 4

Success rates on work-based learning apprenticeship programmes managed by the provider/college, 2006 to 2008

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	05/06	overall	166	51%	53%	40%	44%
		timely	145	32%	34%	25%	27%
	06/07	overall	147	46%	64%	38%	58%
		timely	154	31%	43%	25%	37%
	07/08#	overall	104	74%	68%	69%	63%
		timely	97	62%	48%	61%	44%
Apprenticeships	05/06	overall	370	62%	58%	57%	52%
		timely	314	39%	38%	37%	34%
	06/07	overall	342	64%	65%	59%	61%
		timely	336	51%	47%	48%	44%
	07/08#	Overall	331	69%	67%	68%	64%
		timely	342	59%	52%	59%	50%

* 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)

College data from LSC period 15 report.

Table 5a

Success rates on work-based learning Train to Gain NVQ programmes managed by the provider/college, 2007 to 2008.

Programme	End Year	Success rate	No. of learners*	college/provider NVQ rate**
Train to Gain NVQ	2006/07	overall	0	N/A
		timely	1	0%
	2007/08	overall	194	64%
		timely	210	48%
	2008/09 (4 months)	overall	139	76%
		timely	76	62%

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

* 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

Table 5b

Success rates on work-based learning Train to Gain skills for life programmes managed by the provider/college, 2007 to 2008

Programme	End Year	Success rate	No. of learners*	college/provider skills for life rate**
Train to Gain (skills for life)	2006/07	overall	0	N/A
		timely	0	N/A
	2007/08	overall	12	75%
		timely	13	62%
	2008/09 (4 months)	overall	46	76%
		timely	27	63%

Note: 2008/09 data is 'part year' only and is representative of the first three months or greater of the LSC contract year

* 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

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