

# Blackpool Sixth Form College

Inspection report

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## Background information

## Inspection judgements

### Grading

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

The descriptors for the four grades are:

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

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

### Scope of the inspection

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

- overall effectiveness of the organisation and its capacity to improve further
- achievement and standards
- quality of provision
- leadership and management
- specialist provision in: science and mathematics; travel, tourism and sport; visual and performing arts; and languages, literature and culture.

## Description of the provider

1. Blackpool Sixth Form College (BSFC) serves the communities within a 20 mile radius across the Fylde coast. The population of some 330,000 live in the heavily populated towns of Blackpool, Lytham St Annes, Thornton-Cleveleys and Fleetwood or in the adjacent small rural towns and villages. Learners attending the college are mainly from the Poulton and Wyre districts with 50% living in Blackpool. The college has recently completed the first stage of a four phase campus redevelopment. Changes include new teaching blocks, science facilities, a visual arts and media building, a learning resources centre and student services.
2. The college's core activity is the provision of full-time education, particularly at level 3. Learners are aged 16 to 18. The college has very few adult learners. At the time of the inspection, there were 7,700 enrolments, the majority of which were at level 3. Many of the learners attending the college are the first in their families to follow General Certificate of Education (GCE) A-level provision. At 5.38%, the proportion of minority ethnic learners studying at the college is more than three times greater than the Blackpool minority ethnic population.
3. Blackpool ranks as the twelfth most deprived borough in the country with localised pockets categorised as super output areas. Employment in the area is heavily dependant on tourism, leisure and related services. Unemployment is 6.5% against a national average of 5.4%. Attainment at Key Stage 4 is below the national average with 34.6% pupils achieving five GCSE passes at grades A\* to C including mathematics and English compared to 46.7% nationally.
4. The college mission is 'To provide in our supportive environment, educational excellence which promotes lifelong skills'

## Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Capacity to improve	Outstanding: Grade 1
Achievement and standards	Good: Grade 2
Quality of provision	Outstanding: Grade 1
Leadership and management	Outstanding: Grade 1
<i>Equality of opportunity</i>	<i>Outstanding: contributory grade 1</i>

### Sector subject areas

Science and mathematics	Good: Grade 2
Travel, tourism and sport	Outstanding: Grade 1
Visual and performing arts	Outstanding: Grade 1
Languages, literature and culture	Good: Grade 2

## Overall judgement

Effectiveness of provision

Outstanding: Grade 1

5. Overall effectiveness is outstanding, which agrees with the colleges' own evaluation. The impetus of change and improvement has been rapid and now much good practice is embedded fully. Achievement and standards are good. Overall long course success rates have increased ahead of national rates and are now high. The progress made by learners compared to their GCSE grades is improving and good on GCE A-level provision and outstanding on Business and Technology Education Council (BTEC) courses.
6. The quality of provision is outstanding. Teaching and learning are outstanding. Sessions are particularly well planned, providing highly effective activities to engage, motivate and challenge learners. Tutors have high expectations of learners. They provide extraordinary support both in and outside of classroom activities. Assessment practices and the monitoring of learners' progress are outstanding. Whilst teaching and learning have significantly improved, the college agrees that the proportion of outstanding lessons is an area for further improvement.
7. A very responsive curriculum offer, attracts, engages and matches learner aspirations. Learner numbers have increased year-on-year. The range of provision is extensive and provides good progression routes to higher education (HE) and employment. Learners value the highly successful introduction of occupational qualifications, with 30% of learners now following an occupational route. Educational and social inclusion is outstanding. The college recruits, very successfully, learners from under-represented groups, including those who would not normally go to college. Over 50% of learners are recruited from schools where GCSE results are below the national average.
8. Academic and pastoral support are outstanding. Progression to HE courses is excellent and increasing; particularly amongst learners whose families have limited experience of HE. Equality of opportunity is outstanding. The college is a very safe and highly inclusive environment. Varied enrichment activities enable learners from all backgrounds and cultures to enhance their personal development.
9. Leadership and management are outstanding. Leaders and managers are inclusive and are highly responsive to local and national trends and initiatives. Actions to improve provision have been highly effective. Partnership working is excellent and very supportive of the regeneration of Blackpool. Financial management is outstanding and has remained so throughout the college re-build and refurbishment.

Capacity to improve

Outstanding: Grade 1

10. The college's capacity to improve is outstanding. The principal, well supported by senior managers, provides a clear strategic direction for the college which

fits in extremely well with local priorities and needs. Governors are highly effective and use their wealth of experience to great effect in challenging and supporting the college. All staff are very focused on the needs of learners. Middle managers respond well to their delegated duties and are empowered to make decisions.

11. Quality assurance processes and improvement arrangements are outstanding. The self-assessment report is accurate, although a little conservative in its judgements. Its development involves staff at all levels and it provides a clear agenda for improvement. There is very effective use of data in the setting and rigorous monitoring of challenging targets. Areas identified as needing improvement are being addressed successfully, leading to significant improvements across the college.

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

12. The college has made outstanding progress in tackling the areas identified as needing improvement at the last inspection. There have been significant increases in retention and success rates, with overall retention for this year currently at 96%. Curriculum management has been developed very well and is now strong in all areas. The quality of teaching and learning has improved with an increased proportion of good teaching, although there needs to be more outstanding sessions. The college is part way through a major re-building programme, which has greatly improved accommodation and resources in many areas. Strengths have improved and previously satisfactory areas are now good.

### Key strengths

- high and improving success rates
- exceptional academic and personal skills development
- outstanding teaching and learning
- rigorous assessment and monitoring of learners' progress
- extensive range of courses and enrichment opportunities
- outstanding guidance and support
- outstanding provision in arts, media and publishing; and travel, tourism and sport
- highly successful improvement strategies
- outstanding strategic leadership and management
- outstanding partnership working.

### Areas for improvement

*The college should address:*

- the progress of learners on a minority of courses
- the low proportion of outstanding lessons.

## Main findings

### Achievement and standards

Good: Grade 2

13. Inspectors agreed with the college that achievement and standards are good. Since the last inspection, overall long course success rates have improved much faster than national rates, bringing the college above the national average from a very low base. Although the success rate at level 1 dipped in 2007/08, the rate remains well above the previous year's national average. The success rate at level 2 has improved over the last three years and is now satisfactory.
14. Success rates on GCE AS and A-level courses have improved significantly and are now high. Since 2005, learner numbers on BTEC courses have increased significantly whilst maintaining very high success rates. The proportion of high grade achievement on BTEC programmes is very high, but although significantly improved, high grade achievement remains a concern on some GCE A2 programmes. Retention and achievement are both high, as is attendance.
15. The progress made by BTEC learners is particularly good; most progress at a higher level than their GCSE grades predict. In 2007/08, learners on GCE A/AS courses made satisfactory progress when compared to their prior attainment at GCSE. However, the college has taken actions to improve this and current learners are making good progress.
16. The standard of learners' work is very good and outstanding in art, media and music. Learners are well motivated, punctual and sufficiently focused on high attainment and achievement. They make substantial contributions during group work and class discussions. Learner aspiration is high with high numbers of learners progressing into HE.
17. The college has modified curriculum content, monitored the progress and provided additional support to improve the success rate for men. Early indications are that this has been successful. Success rates are comparable for all groups of learners but the progress and outcomes for looked after children are excellent.

### Quality of provision

Outstanding: Grade 1

18. The quality of provision is outstanding, which matches the college's own evaluation. Teaching and learning are outstanding. Managers and teachers at all levels have a strong focus on improving the quality of teaching and learning. The college has a robust system of line management and peer lesson observations. Observations are moderated carefully and standardisation involves joint observations with senior staff or external subject experts.
19. The outcomes of observations inform very effectively whole college and individual staff development. Innovative ways of sharing good practice, which include the very effective use of learner evaluations, regular discussions at team meetings together with an extensive range of teacher support have been effective in improving teaching and learning. The quality of schemes of work,



effective starter activities and the use of information learning technology (ILT) to support learning have all improved significantly. Whilst many lessons now have outstanding features, the college agrees that the proportion of lessons graded as outstanding is an area for improvement.

20. Teachers are knowledgeable, enthusiastic and have a very good rapport with learners. Teachers know their learners well. In the successful lessons, teachers make extensive use of learner progress data to plan lessons and to ensure that learners are engaged and challenged. Teachers have high expectations of their learners and generally set challenging targets. Learning is supported by high quality written and electronic resources. Learners enjoy their lessons and generally participate well. However, in a minority of lessons the management of group work is not always effective in ensuring all learners contribute and teachers do not use questioning effectively to challenge more able learners.
21. Learners appreciate the exceptional support provided in class and through the frequent additional revision workshops, academic support tutorials and the ready availability of staff outside of lessons. Most teachers support learners through emails and electronic discussion forums. Teachers work well with support staff in the learning centre in providing directed study activities that consolidate learners' understanding and develop their independent learning skills. Assessments are planned well. Learners' progress is monitored rigorously. Effective and prompt intervention strategies, often involving parents, are used when learners do not produce work to an expected standard. Learners receive regular and detailed feedback on how well they are doing and what they need to do to improve. Learners effectively develop the skills required to meet awarding body criteria and improved success in external examinations. Internal verification is good and managers monitor closely the issues identified by external verifiers to ensure they are successfully rectified.
22. The extent to which the college meets the needs and interest of learners and employers is outstanding. The college offers a diverse and responsive curriculum, which has expanded considerably since the last inspection. A broad range of vocational options supplements and complements academic courses. Productive and well established partnerships provide collaborative programmes of learning and progression routes to HE and employment linked training. Links with local high schools are very good, as are the collaborative initiatives to improve local GCSE outcomes.
23. The college enrichment programme is outstanding. Extra-curricular activities include extended academic study, vocational qualifications to support paid work and opportunities to make a positive contribution to the local community. Work-related skills are developed very effectively through employer placements and enterprise opportunities.
24. Learners' initial support needs are identified accurately and intervention is provided early in their course. Learning mentors work very effectively with teachers to provide valuable support. Pastoral and academic support is extensive and very effectively provided through directed study, electronic communication and the student support area.

25. Advice, guidance and support are outstanding. A thorough induction helps to settle learners well on to courses. Careers guidance is particularly good and raises learners' aspirations. Support for learners applying to HE is good.
26. Tutorial support is improved and is now outstanding. Very good individual and group support helps most learners to achieve their potential. Comprehensive tutorial support and effective systems monitor learners' progress, attendance and punctuality. Highly effective academic support tutorials provide learners with additional learning opportunities. However, targets in a few individual learning plans lack focus and challenge. The group tutorial programme is highly effective in promoting learners' health, safety and personal development through the Every Child Matters themes.

Leadership and management

Outstanding: Grade 1

*Contributory grade:*

*Equality of opportunity*

*Outstanding: grade 1*

27. Inspectors agreed with self-assessment that leadership and management are outstanding. The principal and senior leadership team have set a clear strategic direction which encompasses a culture that is forward thinking, open and responsive. Staff are highly motivated. They place the learner at the centre of all that they do and are committed to the college's mission and core values. Self-assessment is highly accurate. The college has responded effectively to areas of improvement and there have been significant improvements in success rates and in the quality of provision over the last two years.
28. The management structure has clear lines of accountability. Middle managers know their responsibilities, work very well together and share good practice effectively. Curriculum reviews are rigorous. Outcomes from these reviews inform departmental self-assessment reports which feed into the overall college self-assessment report and quality improvement plans. Staff at all levels are very adept at identifying areas for improvement and putting robust action plans and monitoring procedures in place. Management data are accurate, available in a wide range of forms to all staff and used very well to support performance monitoring and learner progress. The outcomes from the lesson observation process link very well to other aspects of quality assurance and staff development. The quality of teaching and learning has improved since the last inspection.
29. Communication is very good. There are comprehensive arrangements for meetings, which ensure all staff are aware of developments and are able to contribute to them. The opinions of learners are gathered through a variety of mechanisms. Learners feel their views are listened to and responded to. Partnership working is excellent. The college has a wide range of strategic partners and very effectively supports the regeneration of Blackpool. The principal has a very high profile in local and regional initiatives and takes a leading role in a number of developments. The college's links with local schools and other agencies ensure it has a detailed understanding of the needs of

young people and has helped the college develop a broad and relevant curriculum. Good partnership links with HE providers and employers support the college's aim of raising the aspirations of learners. The proportion of learners going on to HE has increased 20% to nearly 90%.

30. Equality of opportunity is outstanding. The college's response to the Race Relations (Amendment) Act 2000, the Disability Discrimination Act (DDA) 2005 and the Equality Act 2006 is outstanding. Equality and diversity have a very high profile at all levels of the college. Policies are up-to-date and widely available to staff, learners and key stakeholders. Impact assessments and action plans are reviewed regularly. Governors and staff fully understand their roles in implementing the policies through training and the extensive information throughout the college. The tutorial programme supports learners very well in developing their skills and supporting the development of social responsibility. Other activities, such as 'respect' week, have been highly effective in promoting learners' understanding of a wide range of equality and diversity issues. The proportion of learners from minority ethnic groups at the college is above that found in the local population. Learners from minority ethnic groups achieve as well as their peers, as do learners receiving additional learning support. The support, progress and outcomes for looked after children are excellent.
31. The college's response to safeguarding children and vulnerable adults is exemplary. The safety and well-being of all learners are seen as key priorities for the college. Appropriate checks and training for staff and governors ensure they understand college procedures and use them effectively. The college provides a very safe and welcoming environment for learners, particularly vulnerable learners, with successful initiatives such as the development of specialised learner support areas. Focus groups analyse all policies to ensure the needs of all learners are considered and met.
32. Resources to support learning are very good. Teachers are well qualified. Accommodation has been very well developed to support learning with the second stage of a large scale building programme nearing completion. Governance is excellent. Governors have an excellent skills and knowledge base which is used to very good effect. Governors are involved appropriately in all strategic aspects of the college. They are supplied with a very good range of data in a user friendly format and use it well to ask challenging questions of college managers. Financial management is very strong. The college provides outstanding value for money.

## Sector subject area

Science and mathematics

Good: Grade 2

### Context

33. There are around 1,250 16 to 19 year-old learners enrolled. Courses include GCSEs in science and mathematics and GCE AS and A-levels in biology, chemistry, physics, psychology, mathematics and further mathematics. There is also a BTEC National Award and Certificate in forensic science. This year the college has introduced a BTEC National Award in medical science and a BTEC first diploma in forensic science.

### Strengths

- high value added in GCE AS and A-level psychology
- high success rates on most level 3 courses
- a good range of courses that meet local needs
- good individual support for learners
- strong curriculum management.

### Areas for improvement

- low proportion of high grades in most GCE AS and A-level courses
- low but improving success rates in AS biology
- insufficient challenge in physical and biological science lessons.

### Achievement and standards

34. Achievement and standards are good. Success rates have improved in most GCE AS and A-level subjects and with the exception of AS biology, are now at or above national average. Success rates are also high on the BTEC forensic science courses. In psychology learners make good progress when compared to their attainment at GCSE. Learners on other programmes generally make satisfactory progress. However, the proportion of high grades achievement is below average in most subjects. Learners' attendance is good. In psychology learners are articulate, have good understanding and work well in groups. In mathematics learners show high levels of competency in using algebra.

### Quality of provision

35. Teaching and learning are good. Better lessons have a range of activities to sustain learner interest and provide challenge. Teachers take care to ensure learners understand. Explanations are clear and supported by high quality worksheets. In mathematics there is particularly good use of ILT. In weaker lessons activities are not differentiated sufficiently to meet the needs of all learners. Questioning is insufficiently probing and some aspects of group work are not managed well.

36. Assessment is frequent and thorough. Learners repeat work that is below standard after receiving useful feedback on what improvements are needed. Learners' additional literacy and numeracy needs are accurately identified and supported early in the course. Learners of all ability receive very good formal and informal subject support to help them improve.
37. Specialist accommodation is good. A good range of computer-based learning resources can be accessed from home or the college learning resource centre.
38. The range of provision is good. Newly introduced BTEC programmes allow learners to combine more vocational work with traditional GCE A-levels. There is also a particularly good range of enrichment activities; for example, learners in physics participate on the Engineering Education Scheme. High numbers of science and mathematics learners progress to HE.
39. Guidance and support are good. Close monitoring and effective intervention ensure learners are progressing towards their minimum target grade. They also receive helpful advice about career opportunities and HE applications.

#### Leadership and management

40. Leadership and management are good. Weaknesses identified at the last inspection have all been addressed. Self-assessment is accurate and thorough. Managers combine a passion for their subjects with good leadership. Through close monitoring of performance and an increased focus on teaching and learning they are providing a strong impetus for improvement. Equality and diversity are actively promoted within the curriculum as opportunities arise. The college's strategies to attract women and minority ethnic learners into the sciences are very effective.

Travel, tourism and sport

Outstanding: Grade 1

### Context

41. Approximately 70 learners are following travel and tourism programmes and 214 are following sport and exercise programmes. Fifty eight per cent of learners are completing BTEC awards, 25% are on AS courses and 17% are taking GCE A-level qualifications.

### Strengths

- high success rates on most courses
- high standards of learners' work
- well planned and highly effective teaching and learning
- outstanding assessment practices
- well developed range of provision that meets the needs of learners
- outstanding individual support
- highly effective improvement strategies.

### Areas for improvement

- insufficient progress of a minority of learners on GCE A-level programmes.

### Achievement and standards

42. Achievement and standards are outstanding. Success rates on the majority of courses are significantly higher than national average. Success rates on most BTEC courses are outstanding, as is the proportion of high grade achievement.
43. In 2007/08, learners' progress in relation to their predicted grades at entry was good overall and excellent on the BTEC provision. Progress on GCE A-level courses is satisfactory. Actions taken by the college to remedy this are very effective with current learners progressing particularly well.
44. Learners' work is of a very high standard. Learners take pride in their work. Activities result in very good displays and comprehensive written analyses of activities undertaken. Learners work collaboratively and show excellent awareness of commercial standards. An outstanding learner enterprise activity raised considerable funds for charity.

### Quality of provision

45. The quality of provision is outstanding. Teaching and learning are outstanding, well planned, varied and dynamic. Questioning is sufficiently probing and challenges learners effectively. Differentiated activities keep learners on task and attentive. Teachers and learners use ILT to good effect. Learners receive preparation worksheets before lessons, make full use of the department's additional ILT materials and are well supported by teachers through email. Resources and learning materials are good.

46. Assessment practices are outstanding. Learners receive prompt and very good on-going feedback, much of which is annotated on their work. Learners' resubmitted work is of a very high standard. Revision sessions have a good focus on learners' weak areas. Most targets set in one-to-one tutorials focus well on improving academic performance.
47. The curriculum offer is extensive and has broadened considerably since the last inspection. Close working with local agencies and employers provides good work placements and volunteering experiences. Additional qualifications help learners find paid and vocationally related work. Excellent course enrichment raises learners' aspirations.
48. Individual support for learners is excellent. Outstanding information, advice and guidance ensure learners are on the right programmes. Induction ensures learners settle quickly into the college. Learners benefit from a very good range of pastoral support and additional learning support. Additional support tutorials very effectively identify and support where and how learners can improve. Learners at risk of leaving early are monitored closely. Communication with parents is good.

#### Leadership and management

49. Leadership and management are excellent. Strategies to rapidly improve provision are highly effective. Self-assessment is rigorous and accurate. The resulting quality improvement plan is monitored closely and all identified areas for improvement remedied. Judgements made during the observation of teaching and learning are accurate and good practice is shared. Staff are clear about their responsibilities and targets. Monitoring of learners' progress is very focused. Staff are enthusiastic and communication is good, as is the team ethos. Tutors use their very good qualifications and experience to benefit learners. Promotion of equality and diversity is good. Learners respect each other and their tutors. Learners' views are acted upon to improve teaching and learning. Data are used routinely to monitor the recruitment and performance of different groups.

## Visual and performing arts

Outstanding: Grade 1

50. The college offers AS and A-level courses in art, graphic design, textiles, digital photography, film studies, media studies, music, music technology, theatre studies and dance. There are also level 3 BTEC courses in music, performing arts, media production and a level 2 BTEC art course. Currently there are 1,059 students aged between 16 to 19 years of age. Courses are all located on the main college campus.

## Strengths

- high and improving success rates
- outstanding standard of learners' work
- excellent range of provision
- highly effective lesson planning and creative teaching
- highly effective and well focused learner support
- outstanding curriculum management.

## Areas for improvement

- insufficient progress of a minority of learners.

## Achievement and standards

51. Achievement and standards are outstanding which matches the college's own assessment. Success rates are high on all courses, many significantly so. Three-year rising trends have brought success rates above the national average for all AS art and media courses, three of the four performing arts courses and most GCE A-level courses. The proportion of high grades is significantly high on many courses. However, as identified during self-assessment, a minority of learners do not make sufficient progress when compared with their prior attainment at GCSE. Actions to remedy this have been successful and current learners are making good progress. Attendance, retention and punctuality rates are all high.

52. Learners' attitude, commitment and level of work are outstanding. Graphic design work is creative, professional and extremely well presented in both hand-drawn and computer-manipulated design. Photography is interesting and well researched. Sketchbooks in textiles are highly experimental and tactile. Learners exhibit high levels of understanding and confidence in group film making and presentation in media. Work in drama is sensitive, responsive and expressive and there is exemplary practical ensemble work in music.

## Quality of provision

53. The quality of provision is outstanding. Teaching and learning are extremely well planned and responsive to individual needs. Enthusiastic and very experienced staff provide varied and imaginative activities that are supported by very good resources and ILT. Very discerning peer evaluation and teacher critiques on individual and group presentations aid improvements. Learners are



confident, committed and focused. Teachers use questioning to good effect, provide lots of positive reinforcement and check learning after each task. Written feedback on learner work is detailed and thorough. Good quality guidance is given to learners on how to improve their outcomes and grades.

54. There is an excellent range of courses at level 3, which includes a wide range of GCE AS and A-level subjects and a growing BTEC provision. Provision at level 2 is improving. Enrichment opportunities are exceptionally good and include enterprise schemes to extend and enhance the specialist experience of learners.
55. Guidance and support for learners are good and highly focused on individual need. Learning support is well integrated into lessons and reinforced through additional well constructed out-of-class activities. All learners receive good exam preparation. Group and individual subject support is planned if learners fall below their minimum target grade.

### Leadership and management

56. Leadership and management are outstanding. All staff with management responsibilities benefit from management training. Managers are passionate about improvement and are making a positive difference. Under-performance is challenged effectively and any resulting action plan is monitored closely. Self-assessment is accurate, robust and many areas identified as concerns in the quality action plan are resolved. Promotion of equality and diversity is good. Accommodation and resources are generally very good.

## Languages, literature and culture

Good: Grade 2

## Context

57. There are around 690 full-time learners, most of whom are studying at level 3 and mostly aged 16 to 18 years old. Of these, about 400 are studying at AS level. The department offers provision in English language, English literature, adult literacy, French, German and Spanish. Most learners study English, with around 100 learners split between French, Spanish and German.

## Strengths

- high success rates on most courses
- good standard of learners' work
- good teaching and learning
- outstanding enrichment activities closely linked to wider learning
- outstanding support for learning
- good curriculum leadership and management.

## Areas for improvement

- insufficient high grade success at GCE A-level
- insufficient correction of basic language errors in written English literature work.

## Achievement and standards

58. Achievement and standards are good. The overall success rate for the area shows a strong and improving trend and is high. There are early indications that high grade achievement is improving. However, the achievement of high grades on GCE AS and A-level English literature remains low. The progress made by learners compared to their prior attainment at GCSE is satisfactory. Retention rates are good; attendance and punctuality are satisfactory and improving.

59. The standard of learners' written work is good and demonstrates clear development in thought and expression. Learners make a positive oral contribution in English and languages classes. They demonstrate good analytical skills and make good use of technical language. Almost all learners progress to HE.

## Quality of provision

60. The quality of provision is good. Teaching and learning are good. In the best lessons activities are well planned, varied, stimulating and differentiate. Learners participate fully and enthusiastically in discussion and debate, demonstrating good learning. In modern foreign languages, the target language is used well by teachers and by learners who use it confidently throughout their lessons. Classrooms are well resourced. ILT is used well to support learning. Learners make good use of the college's intranet to access a wide range of supporting materials, additional exercises and presentations.

They communicate regularly and productively with their tutors and with each other through email. In a minority of lessons there are insufficient checks on individual learning. Feedback from tutors is generally helpful in supporting learners' development. However, basic language errors, such as poor spelling, punctuation and grammar in some English literature written work, are not systematically corrected or monitored.

61. Programmes meet the needs and interests of learners very well. The college has a good range of outstanding enrichment activities, closely linked to learning. English learners benefit from workshops with poets and other writers and language learners benefit from purposeful study trips abroad.
62. There is outstanding, comprehensive support for learning through the college's intranet programme, additional classes, learning mentors and classroom assistants. Tutors give freely of their time, supporting learners very well. Information, advice and guidance are very good initially, during and as learners complete their programme

#### Leadership and management

63. Curriculum leadership and management are good and support learners very effectively. Self-assessment is rigorous, comprehensive and inclusive. Action planning is well focused on improving teaching and learning. Learners' success is celebrated on wall displays and awards. Managers promote equality and diversity well through the curriculum and this is monitored through the lesson observation system. Observations concentrate on the quality of learning and result in effective action planning and sharing of good practice. All staff have had safeguarding training and know how to access support for their learners.

## 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	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
1 Long	05/06	74	73	71	2	...	...	...	...
	06/07	91	89	73	16	...	...	...	...
	07/08*	32	81	N/A		...	...	N/A	
Other	05/06	74	73	71	2	...	...	...	...
	06/07	91	89	72	17	...	...	...	...
	07/08*	32	81	N/A		...	...	N/A	

\* college data

Table 2

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
2 Long	05/06	469	77	78	-1	4	75	65	10
	06/07	461	79	82	-3	1	100	65	35
	07/08*	555	82	N/A		-		N/A	
GCSEs	05/06	355	79	82	-3	3	100	67	33
	06/07	318	84	83	1	1	100	68	32
	07/08*	472	83	N/A		-	...		
GNVQs and precursors	05/06	14	79	77	2	...	...	...	...
	06/07	14	86	78	8	...	...	...	...
	07/08*	14	86	N/A		...	...	...	...
Other	05/06	100	71	70	1	1	0	62	-62
	06/07	129	65	79	-14				
	07/08*	69	74	N/A				N/A	

\* college data

Table 3

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

Notional Level	Exp End Year	16-18				19+			
		Starts – Transfers	College Rate	National Rate	<i>Diff</i>	Starts – Transfers	College Rate	National Rate	<i>Diff</i>
3 Long	05/06	5623	76	84	-8	22	73	65	8
	06/07	5966	80	85	-5	19	89	69	20
	07/08*	6934	87	N/A		55	96	N/A	27
A/A2 Levels	05/06	1845	90	93	-3	9	89	78	11
	06/07	1873	90	93	-3	15	100	80	20
	07/08*	2173	94	N/A		40	97	N/A	17
AS Levels	05/06	3684	69	79	-10	11	55	58	-3
	06/07	3944	75	81	-6	4	50	61	-11
	07/08*	4433	84	N/A		19	94	N/A	33
Other	05/06	18	28	79	-51				
	06/07	149	81	80	1				
	07/08*	325	87	N/A				N/A	

\* college data