

Carshalton College

Inspection report

Unique reference number: 130455

Name of lead inspector: Harriet Harper HMI

Last day of inspection: 4 March 2011

Type of provider: General Further Education College

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Information about the provider

1. Carshalton College is a general further education college, located in Sutton, south London. Sutton is a relatively prosperous area but it does incorporate some pockets of deprivation. The college attracts learners primarily from the boroughs of Sutton, Merton and Croydon. Approximately 40% of learners are from minority ethnic backgrounds, broadly in line with the communities from which they are recruited. The college's mission is to help individuals, businesses and other organisations realise their ambitions through learning and skills development.
2. The college's curriculum is vocational and covers ten subject areas, with courses available from pre-entry through, in some cases, to degree level. The areas with the highest number of learners are health, social care and early years, engineering and foundation for learning and life. The college provides apprenticeships and Train to Gain programmes in most vocational areas. It does not offer A-level provision as this is catered for by local schools. Approximately 35% of enrolments are on courses at advanced level, 35% at intermediate and 30% at foundation. Around 45% of learners are aged 19 or over.
3. The college's higher education courses and full-cost provision were not within the scope of the inspection. All other provision was included and four subject areas were inspected in depth.
4. The college provides training on behalf of the following provider:
 - JTL Limited.
5. The following organisations provide training on behalf of the college:
 - Construction and Assessment Services Limited
 - Synergy Personnel.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners:	
14 to 16	108
Further education (16 to 18)	1,444
Provision for adult learners:	
Further education (19+)	1,822
Employer provision:	
Train to Gain	608
Apprenticeships	433

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
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Capacity to improve	Grade 3
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	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3

Subject Areas	Grade
Information and communication technology (ICT)	4
Hairdressing and beauty	2
Arts, design, media and music	3
Business, administration and accounting	3

Overall effectiveness

- Inspection findings confirm the college's own judgement that its overall effectiveness is satisfactory. Most learners develop useful vocational and employability skills. They value highly being in a safe and pleasant environment and they benefit from supportive staff, good resources and the college's effective partnerships with employers. Work-based learning provision has improved and success rates on intermediate and advanced courses have risen to be in line with national averages. However, overall, over the last three years, the proportion of learners completing their courses successfully and gaining qualifications has not increased. While most provision is satisfactory or better, ICT is inadequate. The majority of teaching, training or review sessions are satisfactory.
- Managers have undertaken a detailed analysis of why success rates declined in 2009/10 in some areas, most notably at foundation level, and have taken appropriate action to secure improvements in the current academic year. Self-

assessment is largely accurate in identifying strengths and weaknesses, particularly the need to improve attendance, punctuality and retention. Governance is strong, the drive to raise standards has gained momentum and managers are monitoring very carefully progress towards the realistic targets they have set.

Main findings

- Outcomes for learners are satisfactory. Success rates have increased over three years on intermediate and advanced level courses to national averages, but in 2009/10 they declined significantly on foundation level provision and are low. This was due primarily to poor performance on courses for English for speakers of other languages (ESOL) and in provision for learners with learning difficulties and/or disabilities (LDD). Attendance and punctuality remain areas for improvement.
- Success rates on apprenticeship programmes have increased significantly over three years and are satisfactory. Train to Gain success rates increased in 2009/10, but the proportion of learners who complete their courses within the expected timescale is low.
- The performance of different groups of learners, by age, gender and learning support, is similar. Success rates of learners from most minority ethnic backgrounds are at or above those from White British backgrounds, but learners from a few minority ethnic groups have not achieved as well as their peers for three years.
- Teaching, learning and assessment are satisfactory. Most teaching is effective in enabling learners to make the progress expected of them, given their prior attainment. Teachers are adept at using a wide range of resources and activities to maintain learners' interest. Too often, though, they have insufficiently high expectations of what their learners can achieve.
- The college's response to meeting the needs of learners is good, with an appropriate range of vocational courses, work-based programmes and clear progression routes. Strong partnerships with schools and employers have a positive impact on provision and learners. The development of a new sports centre is a good example of how both learners and the local community benefit from such partnerships.
- Care, guidance and support are satisfactory. Pastoral support is good and, in the workplace, assessors support learners well. Increasingly, the college is targeting support where it is most needed. Additional learning support, where provided, is effective. Learners value the one-to-one support provided by teachers and the opportunity to discuss their progress. Group tutorials, though, are of mixed quality and value.
- Leadership and management are satisfactory. Managers have maintained a satisfactory quality of provision and made sure that the college is a safe and pleasant place to study with good resources. Strategies for improvement are in place and most are proving effective in raising standards.

- Governance is good. Skilled and experienced governors support the college well, monitor its work thoroughly and provide a high level of challenge to managers. The college is responsive to employers' needs and has satisfactory arrangements to gather and use employers' and learners' views.
- A high priority is given to safeguarding learners, particularly the most vulnerable. Learners receive good information on a wide range of safety matters. Health and safety are promoted very effectively. Promotion of equality and diversity is good but there remain a few gaps between the achievements of some groups.
- Self-assessment is largely effective at identifying strengths and areas that require improvement, although a few judgements are over generous. Quality assurance procedures are beginning to ensure a more consistent quality across all aspects of the college's work.
- The college provides satisfactory value for money and its financial position is good. Staff and learners benefit from a pleasant learning environment and good resources.

What does Carshalton College need to do to improve further?

- Increase success rates on foundation level courses by improving the management and quality of ESOL provision and courses for LDD to ensure that the college meets the diverse needs of all learners in these areas.
- Take swift action to improve ICT provision so that all learners in this subject area benefit from a sufficiently high standard of teaching, assessment and course management.
- Monitor actions being taken to minimise differences in success rates for different ethnic groups, through more effective advice and guidance, high quality teaching and prompt intervention where appropriate.
- Improve attendance by setting all learners high expectations and challenging targets and ensuring that staff take responsibility for monitoring agreed actions.
- Improve the quality of teaching, training and assessment, in lessons, workshops and tutorials, by using observations and staff development more effectively to focus sharply on learners' attainment and progress.

Summary of the views of users as confirmed by inspectors

What learners like:

- the relaxed college environment in which they feel safe
- practical activities in lessons where they learn useful skills
- friendly, supportive staff
- individual tutorials with teachers so that they discuss their progress
- facilities available within the leisure centre.

What learners would like to see improved:

- the electrical blackouts that frequently disrupt their lessons
- the number and speed of computers
- identification cards that do not always work when scanned at the college entrance
- the speed with which the college responds to their suggestions and/or complaints
- the tolerance shown by some teachers towards disruptive behaviour and poor punctuality in lessons.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the helpful and knowledgeable staff
- highly effective communication about learner performance and assessment
- flexible arrangements that are adapted to meet their needs
- the positive impact the training has had on their employees, including raised morale and self-esteem, and its impact on their customers.

What employers would like to see improved:

- the monitoring and reporting of attendance
- more information about the progress learners are making
- the communication about opportunities for training and courses available.

Main inspection report

Capacity to make and sustain improvement

Grade 3

8. The college's track record of sustained improvement is mixed. The overall success rate has remained static since the last inspection and for the last three years. The majority of employment-based provision, though, has improved and the proportion of learners completing intermediate and advanced level courses successfully has increased. The quality of provision has remained no better than satisfactory for too long. However, the drive for improvement supported by mostly ambitious targets has gathered momentum within the last year with strong signs that underperformance is being tackled effectively. Governors provide a high level of challenge and monitor the college's work thoroughly. Self-assessment is largely accurate and realistic and provides a sound basis for improvement planning. Strategies put in place over the last two years are beginning to result in improvement, underpinned by good financial management.

Outcomes for learners

Grade 3

9. Outcomes for learners are satisfactory. Success rates at intermediate and advanced levels have improved over the last three years and are at or above average. Low pass rates, especially in ESOL and in provision for learners with LDD, led to a decline in success rates in 2009/10 at foundation level.
10. Most learners make the progress expected of them, taking into account their prior attainment. The success rates of the majority of learners from minority ethnic backgrounds are at or above those of learners from a White British background, but a few groups, albeit relatively small in number, underachieve when compared to their peers. Success rates for pupils aged 14 to 16 are satisfactory.
11. Overall success rates on apprenticeship programmes have increased significantly to be in line with the national average and a high proportion of learners completes within the expected timescale. The proportion of learners on Train to Gain programmes who complete within their expected timescales is low, but their overall success rates are average. Key skills success rates are at or above average at all levels and functional skills success rates at foundation level are very high.
12. Too many learners fail to attend lessons regularly and their punctuality is very variable, ranging from good in certain subject areas to poor in others. Learners feel very safe at the college and in their workplace. The development of their economic and social well-being is good, especially the progress they make with their vocational, employability and personal skills. Learners receive appropriate information about their health and well-being and lifestyle. They make a satisfactory contribution to college life and community cohesion and are

involved in charitable fundraising events. The students' union promotes sustainability effectively.

The quality of provision

Grade 3

13. Teaching and learning are satisfactory. A small proportion of lessons is outstanding or inadequate and the majority falls somewhere between these two extremes. In general, practical sessions in workshops, salons and kitchens are more effective than classroom-based lessons, although teachers work hard to link theory to practice.
14. Typically, teachers prepare detailed lesson plans and think carefully about how to make their lessons relevant and interesting. They use a wide range of activities and resources and learners routinely participate in practical tasks, group discussions, games and quizzes. While this approach is successful in maintaining learners' interest, it does not always enable learners to make as much progress as they should. In the less successful lessons, teachers keep learners busy but do not have sufficiently high expectations of what they can achieve. In contrast, the best lessons are stimulating and intellectually challenging.
15. Assessment practice is satisfactory. In many practical lessons, learners get prompt and helpful formative assessment on how well they are performing and what they need to do to improve. In hairdressing and carpentry, for example, tutors carefully monitor the development of learners' knowledge and skills and systematically track their progress. The quality of feedback on written assignments is variable across subject areas and in some cases fails to provide learners with guidance on how to improve their work. In work-based learning the emphasis on signatures, dates and satisfying minimum requirements is, on occasion, at the expense of using assessment to raise standards.
16. The college meets the needs and interests of learners well. The strong focus on vocational programmes reflects the needs of the local community. The college offers coherent progression routes from entry to advanced level in most areas and on to higher education in some, as well as work-based learning provision in a wide range of sectors. In general, employers value highly the college's flexible approach to the delivery and assessment of courses developed to meet their training needs.
17. Partnerships with schools and employers are good. Learners benefit from a good range of collaborative initiatives. The opening of a Vocational Progression Centre, a joint project with a separate specialist college, has enhanced opportunities for learners with learning difficulties and/or disabilities. A new sport and fitness centre, built on site in collaboration with a private leisure company, has significantly improved facilities available to learners. A programme developed with the Education Business Partnership offers provision in motor vehicle, hair and beauty and care, for learners who are in danger of exclusion from school.

18. Care, guidance and support for learners are satisfactory. Learners benefit from good pastoral support and they value the work of personal advisers and learning support workers. Assessors in the workplace support learners well. They are flexible with their arrangements, adjusting visits to fit shift patterns and/or childcare arrangements. Initial diagnosis of the help that learners may need to develop their literacy and numeracy skills is identified in a systematic way and appropriate support is provided. Group tutorials are effective in incorporating equality and diversity themes, although the quality and impact of sessions are very variable. The college has developed a comprehensive system to target support where it is most needed. For example, greater weighting is given to learners from minority ethnic heritage groups who, in the past, have had lower success rates than others. It is too early to judge the impact of this initiative.

Leadership and management

Grade 3

19. Senior managers, supported well by governors, have involved staff fully in developing the new strategic plan. It is closely aligned with meeting the needs of the local community through a strong focus on developing vocational and employment-based provision. A high level of capital investment has ensured that accommodation and resources are of a high quality and that the college is a safe place for learners, including vulnerable groups, to study.
20. The drive to raise standards and improve the quality of provision has gathered momentum over the last three years. However, success rates overall have been static over this period and the quality of provision has remained satisfactory. Managers have implemented a range of improvement actions with variable success. Senior managers have increased the frequency and rigour of their monitoring of both learners' performance and the quality of provision recently to quicken the pace of improvement and promote greater consistency in quality. In particular, they took prompt action to tackle the marked decline in success rates on skills for life courses at foundation level in 2009/10, although their response to resolving the longer-term decline in success rates on ESOL courses was less timely. Challenging targets that are monitored regularly are now in place for college-based courses, although targets are less demanding for employment-based provision.
21. Governors are experienced and use their skills well. They scrutinise all aspects of the college's work thoroughly and assess and monitor risks rigorously. Governors' robust review of the 2009/10 self-assessment report helped managers to arrive at a largely accurate and realistic evaluation of the college's work. Governors are keen to celebrate the college's strengths but are realistic about the need to keep a strong focus on areas of underperformance. They have promoted equality and diversity along with safeguarding effectively as well as making sure that legislative requirements are met.
22. The priority given to safeguarding learners is evident in the rigorous enforcement of site security and the particular care given to make sure that vulnerable learners are protected as they use all of the college facilities. Staff

are well trained and given good guidance in safeguarding matters. Staff with specific safeguarding responsibilities have developed a high level of expertise and good links with external agencies. E-safety is well promoted and health and safety arrangements are thorough. Risk assessments are comprehensive and of high quality. Safe recruitment procedures are used and vetting checks are recorded appropriately on a single central record.

23. Managers at all levels analyse data showing the performance of different groups of learners carefully and have put in place actions to reduce any differences in success rates. Male and female learners have similar success rates, but the gaps between a few groups of learners of minority ethnic heritage and their peers have not been closed sufficiently over time. Recent initiatives arising out of the work of an active equalities group which includes learners, along with good quality staff development, have stimulated better promotion of equality and diversity in the curriculum. Good resources are being developed to help learners understand equality and diversity matters and provide them with a wide range of references for further information. Promotion of equalities in employment-based provision has improved to be satisfactory.
24. The quality of course reviews is improving and these reviews provide an increasingly robust basis for self-assessment. Through self-assessment most strengths and areas for improvement are accurately identified. However, judgements about the quality of teaching, learning and assessment, based on the observation of lessons, are often over generous, and focus too little on learners' attainment and progress. The quality of tutorials is variable and they receive too little scrutiny. Some data, including value-added, progression and destination data, are insufficiently analysed and the evidence base for a few judgements is lightweight.
25. Learners' and employers' views are used adequately to promote improvement, but their engagement in self-assessment is more limited. Learners get involved in various influential groups and give feedback in a range of ways, but a small minority is not wholly satisfied with the college's response to the points they raise.
26. The college provides satisfactory value for money. Financial management is good and resources are managed particularly well. However, lower-than-average success rates in some areas undermine the value for money achieved in the curriculum. The college has successfully reduced its carbon footprint in a range of ways.

Subject areas

Information and communication technology

Grade 4

Context

27. The college offers full-time courses in ICT from foundation to advanced level. Of the 127 learners enrolled on ICT courses, two thirds are aged 16 to 18 and around one quarter are female.

Key findings

- Outcomes for learners are inadequate. Success rates on all full-time courses are low and have declined over a two-year period. Many learners fail to complete their course, but those who do are usually successful in gaining the qualification. Most learners on advanced level courses fail to make the progress expected of them, given their prior attainment. Community-based courses in ICT were very successful but the provision was discontinued in 2010 due to the withdrawal of funding for adult courses.
- Learners develop useful workplace skills, such as team working and the ability to review constructively their peers' work. They benefit from the strong vocational emphasis in lessons. Most learners who successfully complete an advanced level course are successful in gaining a place in higher education. Learners feel very safe and have a good understanding of internet safety.
- Teaching and learning are satisfactory. In the best lessons, teachers use questioning effectively to ensure that learners have understood what is being taught. They provide good-quality handouts, often with space for learners to add their own notes and comments, and they encourage learners to justify their views. Learners and teachers use the virtual learning environment well in almost all lessons.
- In the less effective lessons, activities and group work undertaken by learners lack focus. Occasionally, learners do not understand the tasks and time is wasted asking for instructions to be repeated. Learners sometimes have to wait for other members of the group to catch up before they can continue with the next topic.
- Assessment practice is satisfactory. Teachers provide good feedback on written work to learners on advanced level courses. Feedback on foundation and intermediate level courses does not routinely identify what learners need to do to improve.
- The extent to which the provision meets the needs and interests of learners is satisfactory. The range of full-time vocational courses is appropriate and learners benefit from a partnership with a local university.
- Guidance and support for learners are good. Learners and staff make good use of an online system to monitor progress. At regular group and one-to-one tutorials, they discuss progress, agree personal targets and set specific action

points. Learners gain much from the personal tutorial sessions, but some of the group sessions have limited value.

- The promotion of equality and diversity is good. Lessons and tutorial sessions explore and develop themes on tolerance and disability issues. Managers have identified differences in the performance of different groups of learners and have put in place targeted support, the impact of which is yet to be assessed.
- Learners make their views known effectively and several recent initiatives are a consequence of feedback at ICT learner forums. For example, staff arranged additional lessons in mathematics functional skills for learners on advanced courses.
- Leadership and management are satisfactory. The self-assessment report accurately analyses achievement and retention data. Managers have put a realistic strategy in place to address the continuing decline in success rates, but it is too early to judge its effectiveness.

What does Carshalton College need to do to improve further?

- Take swift action to improve provision so that all learners in this subject area benefit from a sufficiently high standard of teaching, assessment, tutorial support and course management.
- Improve the quality of teaching and learning by planning lessons more carefully so that the focus is on learners' attainment and progress.

Hairdressing and beauty

Grade 2

Context

28. Courses range from entry to advanced level and are delivered over six days a week. Some 200 learners are enrolled on full-time hairdressing courses and 143 on beauty therapy courses, as well as 109 hairdressing apprentices. In addition, there are four school pupils attending four hours per week.

Key findings

- Outcomes for learners are good. Most success rates improved in 2009/10 to be at or above the national average. They are well above average for apprentices. Learners work diligently, make good progress and develop very effective practical skills in hairdressing and beauty therapy. Some apprentices achieve particularly well. Learners develop good personal and social skills, but attendance remains too low and behaviour does not always reflect commercial standards. Learners feel safe and there is a strong focus on health and safety within the curriculum.
- Accommodation and resources are generally good but learners do not have access to a computerised client appointment system, sufficiently varied electrical equipment in beauty therapy or an appropriate range of clients. This restricts the extent to which they are fully prepared for employment.
- Teaching and learning are good. Learners enjoy their lessons and participate enthusiastically in an interesting range of activities. Teachers plan lessons well, using the information they have about their learners to ensure that everyone makes sufficient progress. Teachers draw effectively on their vocational expertise to make lessons relevant, although some beauty therapy practical lessons lack a sufficiently commercial focus.
- Assessment practice is good. Assessments in the workplace for apprentices are effective, with appropriate coordination and communication to track learners' progress. Teachers provide detailed and constructive feedback, particularly in practical sessions. Most learners know how to improve their work, although not all learners find target setting meaningful.
- The extent to which the provision meets the interest and needs of learners is generally good. However, there are limited progression opportunities for learners on to advanced level hairdressing courses, or directly into employment.
- Support and guidance are good. Teachers are adept at identifying learners who are potentially at risk of failing to complete their course. They provide these learners with extra support and offer them flexible learning opportunities. Effective additional learning support is provided in lessons, where appropriate.
- Learners enjoy enrichment activities that include a strong focus on community work, culture and diversity. Diversity is well integrated within tutorial programmes and in practical hairdressing lessons. Learners on entry and foundation level courses benefit from an imaginative and effective personal and social development programme.

- Leadership and management are satisfactory. Course teams strive for continuous improvement and evaluate the performance of each course carefully, with a view to improving attendance, behaviour and retention. They monitor trends in relation to the achievement of different ethnic groups and provide additional support where appropriate. They recognise that employer engagement remains an area for development, particularly in relation to helping learners progress into employment.

What does Carshalton College need to do to improve further?

- Improve attendance and behaviour for all learners by focusing sharply on commercial standards and expectations.
- Improve learners' practical skills by ensuring learners have access to up-to-date resources and a sufficiently varied client base.
- Maximise employment opportunities for learners by building on employer links.

Arts, design, media and music

Grade 3

Context

29. Around three quarters of the 263 learners on courses in art and design, media and music are aged 16 to 18. The college offers entry and foundation level courses in art and design and intermediate courses in media games development and music. Advanced level courses include extended diplomas in art and design, interactive media, media games development and music technology, as well as a foundation diploma in art and design. The college delivers a national certificate in creative media production at a local prison.

Key findings

- Overall, outcomes for learners are satisfactory, but success rates vary considerably and some have declined. Too many learners fail to complete their course but, for those who do, the pass rate is high. Success rates for the prison provision are high.
- Learners on most courses make satisfactory progress. Most learners on advanced courses attain above that expected of them when measured against their qualifications on entry. The best work by learners combines strong conceptual thinking and good practical skills.
- Teaching and learning are good. The best lessons are well planned and ensure that all learners make sufficient progress. Teachers have clear learning outcomes and engage learners successfully in discussions about complex concepts.
- Teachers effectively encourage learners to explore equality in a range of activities to develop their understanding of difference. For example in one lesson, having viewed a short clip from a 1970s situation comedy, learners were able to classify the multiple audiences it was intended to appeal to through an informed discussion about cultural and racial stereotyping.
- Teachers make good use of community links to develop learners' practical and commercial skills and to provide vocational experience. For example, two learners on a music technology course were involved in producing music for a television advertisement and learners at the prison received awards from a well-known director for their films about the justice system.
- In a small minority of lessons attendance is poor and this adversely affects learners' progress. In advanced art and design courses mark-making, exploration of surface and use of scale in drawing are under developed and so not all learners are fully equipped for specialist study in later stages of their course.
- Specialist accommodation is of an appropriate standard. Digital resources for creative work match industry practice but are insufficient in number for some lessons. Music and sound resources are good, although the studio is not fully soundproofed. Not all rooms benefit from a stimulating visual environment,

although there is exemplar work and reference material in some. Teachers and support staff ensure safe working practice in workshops and during educational visits.

- The college provides an appropriate range of courses and progression routes in art, design, media and music technology. All the courses have a strong vocational focus. A high proportion of learners on advanced programmes progress to higher education. Learners benefit from a wide range of well-planned activities, visits and talks from practitioners to extend their experience.
- Support and guidance are satisfactory. Teachers review progress frequently and provide appropriate academic and pastoral support. College staff recognise the need to ensure that they give good pre-course advice and guidance so that learners are better prepared for the demands of study.
- Leadership and management are satisfactory. Teachers and managers are taking appropriate action to improve retention, but it is too early to assess the impact. Progress monitoring is more rigorous than in the past and the lesson observation system is being used effectively to improve the quality of teaching and learning. The promotion of equality and diversity is good.

What does Carshalton College need to do to improve further?

- Inform and prepare learners about the demands of study and track their progress more urgently to improve retention.
- Revise the curriculum organisation and timetabling for the national diploma in art and design to improve attendance and learners' progress.
- Develop more rigorous approaches to mark-making, exploration of surface and use of scale in drawing during the initial stages of advanced courses in art and design to enable learners to develop higher standards of visual literacy.

Business, administration and accounting

Grade 3

Context

30. The college offers a range of vocational courses in administration, business and accounting from foundation to advanced level. At the time of inspection, 111 learners were enrolled on full-time courses in business and administration, and 33 learners were on part-time courses in accounting, including 10 apprentices. The majority of learners are aged 16 to 18.

Key findings

- Outcomes are satisfactory, but vary between courses. Success rates are good for advanced courses, and most learners at this level achieve high grades. Success rates at intermediate level are low, except in administration. Apprenticeship success rates are good, but Train to Gain success rates are poor. Key skills success rates are low. Retention is low on many courses, but improving.
- Learners make good progress towards gaining qualifications, as a result of better initial assessment, and closer monitoring and support in the current academic year. The standard of written and oral work is generally good. Learners are articulate when discussing topics such as business ethics in accounting. Progression to higher education, other college courses or employment is good.
- Attendance and punctuality are poor. Attendance has improved on administration and advanced business courses, but is still low on foundation and intermediate courses in business. Many learners are late for lessons, and are not always challenged sufficiently by teachers.
- Learners enjoy lessons and develop good social, personal and employability skills. The well-designed assignments help learners to develop communication, problem-solving and team-working skills, as well as confidence. Many learners develop good research and analytical skills, particularly at advanced level. Apprentices are given more responsibilities at work as their skills improve.
- Learners feel very safe and work safely in college. They treat each other with respect. On some courses, learners develop valuable skills arranging charity events as part of their coursework. Learners are frustrated by the fact that there are insufficient computer facilities for online accounting exams.
- Teaching and learning are satisfactory overall, with some outstanding teaching. In the best lessons, teachers use a variety of interesting and interactive methods to stimulate learning, provide challenge and maintain learners' interest. Equality and diversity are imaginatively promoted. In a minority of less effective lessons, knowledge and application of theory are not sufficiently developed or tested. Disruptive behaviour and group work are not always well managed.

- The provision meets the needs of learners well. The range of courses is good, offering coherent progression routes from foundation to advanced level. Accounting courses offer very flexible modes of attendance to suit work patterns. Full-time learners benefit from a wide range of enrichment activities. However, opportunities for guest speakers and visits are limited, and there are insufficient opportunities for work experience.
- The college works effectively with a range of community partners, including employers, schools and the careers service. Partnerships with higher education are being developed to ease progression pathways.
- Support is good, with some particularly effective support for learners at risk of falling behind or leaving. Learners with additional learning needs are very well supported and achieve well. Advice and guidance are satisfactory and improving. Full-time learners benefit from being able to access the e-tracking system, which records their progress and targets, and motivates them to achieve higher grades and complete work faster.
- Leadership and management are satisfactory. Staff are appropriately experienced and qualified and benefit from good professional development. Under-performing courses have been discontinued and, increasingly, managers are focusing on improving retention, attendance and punctuality.

What does Carshalton College need to do to improve further?

- Raise success and attendance rates through closer monitoring and interventions.
- Improve teaching and learning by sharing good practice across programmes, particularly in the management of disruptive behaviour.
- Develop links with employers to provide more opportunities for industry speakers, visits and work experience.
- Improve computer facilities for exams.

Information about the inspection

31. Three of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by the college's vice-principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Carshalton College
Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive	Employer responsive
Approximate number of enrolled learners Full-time learners 2,479 Part-time learners 1,653	4,132	108	1,444	1,822	758
Overall effectiveness	3	n/a	3	3	3
Capacity to improve	3				
Outcomes for learners	3	3	3	3	3
How well do learners achieve and enjoy their learning?	3				
How well do learners attain their learning goals?	3				
How well do learners progress?	3				
How well do learners improve their economic and social well-being through learning and development?	2				
How safe do learners feel?	2				
<i>Are learners able to make informed choices about their own health and well being?*</i>	3				
<i>How well do learners make a positive contribution to the community?*</i>	3				
Quality of provision	3	n/a	3	3	3
How effectively do teaching, training and assessment support learning and development?	3				
How effectively does the provision meet the needs and interests of users?	2				
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2				
How effective are the care, guidance and support learners receive in helping them to achieve?	3				
Leadership and management	3				
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3				
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2				
How effectively does the provider promote the safeguarding of learners?	2				
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3				
How effectively does the provider engage with users to support and promote improvement?	3				
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3				
How efficiently and effectively does the provider use its available resources to secure value for money?	3				

*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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