



Tresham Institute



ADULT LEARNING  
INSPECTORATE

Better  
education  
and care

# Inspection report

Audience Post-sixteen	Published March 2006	Provider reference 130771
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## Basic information about the college

Name of college: Tresham Institute

Type of college: Further education college

Principal: Ms Sian Macdonald

Address of college: Kettering Campus, St Mary's Road, Kettering,  
Northamptonshire NN15 7BS

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Chair of governors: Ed Baines

Unique reference number: 130771

Name of lead inspector: John Evans, HMI

Dates of inspection: 30 January – 3 February 2006

## Background of the organisation

1. Tresham Institute is a large further and higher education college with five main campuses in four towns; two in Kettering, one in Wellingborough, one in Corby and the Rutland College in Oakham. Rutland College and the Windmill Avenue campus in Kettering are primarily centres for sixth form provision. A major capital new build is currently underway at the Windmill Avenue site which will become the main campus when complete. Longer term, a new campus is also being planned for Corby. The college has several specialist centres such as a motorsport and high performance engineering centre located at the Silverstone racing circuit and the Linwood Skills Centre in Corby. Eureka Cyber Cafés, located in a number of small towns, and some 50 other centres have been used for community provision across the Institute's wider catchment area.
2. The college provides courses across all 15 subject sector areas with minor provision in the land-based sector. Courses range from pre-entry to level 4. The college is a key provider of work-based learning and Entry to Employment (E2E) programmes within Northamptonshire. Work-based programmes are managed by a separate unit, Tresham Business Services, which is also responsible for full cost work for employers. The college is Northamptonshire's provider of Prince's Trust Volunteer work. It is lead partner, in a tripartite arrangement with two other colleges, in a Centre of Vocational Excellence (CoVE) for high performance engineering and motorsport. The college also acts as the Learndirect Hub for Northamptonshire.
3. In Northamptonshire the unemployment rate is below the national level, but it is much higher in Corby than other areas served by the college. Less than 5% of the population have minority ethnic heritage. In 2005 50% of Year 11 pupils in the county achieved 5 A\*-C grades at GCSE, which is slightly below the national average. In Corby and Wellingborough the proportion of 16 year olds staying on in education is close to the national level, but in Kettering the proportion is much higher. The college operates across an area with many school sixth forms.
4. The college has approximately 3,000 students aged 16 to 18, over half of whom are full-time, and 10,000 adult students, the large majority taking part-time courses. There are nearly 450 work-based learners and 76 E2E learners. The college's mission is 'to inspire learning and provide excellent education and training for the economic and social improvement of all the communities we serve'.

## Scope of the inspection

5. In deciding the scope of this inspection, inspectors took account of: the college's previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); the college's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC); reports from the inspectorate annual assessment visits; and data on enrolments and learners' achievements over the period since the last inspection. This inspection focused on the following aspects:
  - overall effectiveness of the college and its capacity to improve further
  - achievements and standards
  - quality of provision
  - leadership and management
  - specialist provision in: science and mathematics, engineering, visual and performing arts, preparation for life and work and business, administration and management.

## Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Satisfactory: grade 3
Achievements and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Satisfactory: grade 3

*Note: Where contributory grades have been awarded, they are shown in the relevant sections of the report. Contributory grades represent the judgement of the team that the quality of the aspect of provision indicated by the grade differs from the grade overall.*

## Curriculum areas

Science and mathematics	Satisfactory: grade 3
Engineering	Good: grade 2
Visual and performing arts	Satisfactory: grade 3
Preparation for life and work	Satisfactory: grade 3
Business, administration and management	Satisfactory: grade 3

## Overall judgement

Effectiveness of provision

Satisfactory: grade 3

6. The effectiveness of the college is satisfactory. The achievements and standards of students are satisfactory. The success rate for long courses has improved since the last inspection and is now just above the national average. The college recognises the need to improve retention on long courses, which has declined over the last two years. At the same time, pass rates have continued to improve to the extent that the modestly improving trend in success rates has continued despite the decline in retention. The college has secured significant improvements in work-based learning provision in recent years and these are reflected in above average completion rates.
7. The college has established a more rigorous and realistic approach to judging the quality of lessons. Inspectors felt confident about the standards now being applied and agreed with the college's view that, overall, teaching and learning are satisfactory. About half of lessons are good, but a few remain unsatisfactory. Lesson planning has been improved, but information and learning technology (ILT) is not used sufficiently to enhance students' learning experience.
8. The college's approach to educational and social inclusion is good. The broad curriculum it provides is well-matched to the needs of the community and individual learners. The college has successfully widened participation by targeting more disadvantaged groups of learners. It is sensitive and responsive to the needs of the local labour market. Vocational provision for 14 to 16 year olds is particularly extensive. College-wide enrichment activities are underdeveloped.
9. Most learners receive good guidance and support. A comprehensive range of support services are readily accessible across the main sites. Initial assessment effectively identifies students needing additional support and good learning support is provided. Tutorials vary in quality across the college and individual target setting and action planning are ineffective for many students. Personal support is not as well developed for part-time students.
10. Leadership and management are satisfactory. There is clear strategic direction and governors closely monitor college performance. Self-assessment is now thorough and inspectors agreed with most judgements in the current self-assessment report. Quality assurance procedures are comprehensive and capable of improving standards. Financial management is improving. Significant capital investment will shortly result in much needed improvement to accommodation.



## Capacity to improve

Satisfactory: grade 3

11. The college demonstrates a satisfactory capacity to improve its provision. Comprehensive quality assurance procedures are effective in resolving weaknesses and securing gradual improvement. The latest management structure provides greater focus on raising standards. Accurate data is readily available for curriculum managers to use in setting targets at course level and monitoring progress towards them. The standards applied within the college in judging the quality of teaching and learning are now more rigorous and realistic. Staff development and the sharing of good practice are helping to improve the quality of lessons. Overall success rates have increased slowly to just above the national average.
12. The annual self-assessment process is now comprehensive and rigorous and involves all staff. The most recent self-assessment report provides a clear and accurate evaluation of the college's performance. Most judgements are well substantiated, although some of the strengths claimed are no more than normal practice and inspectors found additional strengths and areas for improvement. Action plans are regularly monitored by managers to ensure they are achieving their objectives.

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

13. The college has maintained the strengths identified in its last inspection and made satisfactory progress in addressing areas for improvement. The overall proportion of learners who achieve the qualification they enrol on has increased, albeit slowly, to just above the national level. However, declining retention has again become an issue. Data on learners' achievements are now reliable and accessible. Provision in construction and work-based learning has improved significantly and all provision is now at least satisfactory. Curriculum management continues to improve. It is satisfactory in most areas and in some it is good. In most curriculum areas there are now thorough and effective arrangements to share good practice. Average attendance has increased to above the national level; although inspectors found that poor attendance still adversely affects progress on a few courses.

Key strengths of the college

### *Strengths*

- effective initial assessment and take up of additional learning support
- comprehensive range of courses well-matched to local skills needs
- effective responses to widening participation and raising aspirations
- good personal support for students
- rigorous and accurate self assessment
- good improvement to work-based learning programmes.

## Areas for improvement

*The college should address:*

- the proportion of students who complete their course
- the quality of lessons so that many more are good or outstanding
- extending the use of ILT in teaching and learning
- the range of enrichment activities
- individual target setting and progress reviews with students
- the poor quality accommodation.

## Main findings

Achievements and standards

Satisfactory: grade 3

*Contributory grades:*

*Work-based learning*

*Good: grade 2*

14. The college has accurately assessed achievement and standards to be satisfactory. Since the last inspection key success rates have improved gradually, although more slowly than the national rate of improvement. The overall success rate for the college and the success rate for long courses remain just above the national averages for further education colleges. However, improvement has been inconsistent across the provision. In 2005 the success rates at level 1 for both 16 to 18 year olds and adult students fell significantly, although they remain at or above national averages. At level 2 and level 3 success rates have generally continued to improve for both age groups. Success rates for short courses are above national averages, but have improved at a slower rate. The college has rightly identified retention as a key area for improvement. The overall retention rate for long courses has declined from 78% in 2002/03 to 75% in 2004/05. The slow improvement in success rates has been maintained, despite the problems with retention, because pass rates have continued to improve. These are at or just above national averages for 16 to 18 year olds and well above national averages for adult students.
15. Students following advanced level courses at Rutland College have slightly higher average GCSE points score on entry than students studying the same courses in Kettering. Success rates on advanced level courses are considerably higher at Rutland than at the campuses in Kettering. The college's rudimentary use of value-added measures indicates that students taking GCE AS and A-level courses at the Rutland centre also make slightly more progress. However, the 10% difference in the overall success rate between the centres narrowed to 7% in 2005, due to improved success rates in Kettering.
16. There has been good improvement in completion rates on work-based learning programmes. These are now nearly all above national averages, and significantly above average in some curriculum areas such as construction and engineering. Success rates in key skills are high at level 1, satisfactory at level 2 and poor at level 3.
17. Progression rates within the college between level 1, level 2 and level 3 courses are relatively low. However, a high proportion of Access students achieve their goal of going into higher education. Progression from the E2E programme is good and the progression rate is high between pre-entry and entry level courses for students with learning difficulties and/or disabilities. Part-time vocational courses help students to make progress in their employment.

18. Inspectors found the standards of students' work to be mostly satisfactory and sometimes good. Attendance has improved year-on-year since the last inspection and averaged 82% last year, which is above the national average.

Quality of provision

Satisfactory: grade 3

19. Teaching and learning are satisfactory overall. The better lessons are characterised by thorough planning and use of a wide range of learning activities which keep students actively involved. Teachers use questioning techniques effectively to extend students' learning and check their understanding. Good individual support is provided by teachers and, in some cases, by learning support assistants. In these circumstances students generally work purposefully and make good progress.
20. In less effective lessons, students are not as actively involved in learning and their understanding is not checked adequately. The college has promoted the use of ILT to enhance learning but access to the necessary resources is insufficient for ILT to be used systematically in lessons. The progress students make in weaker lessons is sometimes slow and at times the work does not provide enough of a challenge for more able students. The teaching of key skills is broadly satisfactory. Assessment is fair and accurate, and helps students understand the progress they are making.
21. The college has a comprehensive lesson observation system under which all teachers are observed at least once each year. The self-assessment report indicates that around 50% of the lessons observed so far this year have been good or better, and 9% unsatisfactory. Joint observations undertaken during the inspection showed very close agreement between the judgements of inspectors and college managers. Detailed feedback is given to teachers following observations, but actions to address areas needing development are not always recorded in sufficient detail to promote improvement effectively. The outcomes of lesson observations are used appropriately for self-assessment and staff appraisal and to plan continuing professional development.
22. Full-time students benefit from a thorough initial assessment, including a review of their previous learning, an interview and diagnostic testing of their literacy and numeracy skills. The results of initial assessment are used to inform course choice and any additional support needs. Most part-time students are not screened in the same way, although their additional learning needs may be identified during the application process, by course tutors, or by self-referral by the students. Very few students with identified needs choose not to access support. Specialist support staff are appropriately qualified and experienced, and receive regular training. Support for students with dyslexia is good. Few performance indicators are used to evaluate the impact of learning support on progress, retention and achievement.

23. The college offers a comprehensive range of courses that is well matched to the needs of the community and learners it serves. The range of level 2 and level 3 courses, both vocational and academic, is good. Following a thorough curriculum review the college is broadening its level 1 provision to provide a better match to community needs. There are appropriate progression opportunities in most curriculum areas.
24. The college makes good use of local market information and responds very constructively to emerging local needs. Its responsiveness to local employers and community organisations is reflected in the design of bespoke courses, the provision of training at unsocial hours and the use of a mobile training unit to take learning to different locations. The use and analysis of available data about the college's external work is underdeveloped.
25. The college's response to social and education inclusion is good. A range of projects successfully target disadvantaged people, including substantial Prince's Trust provision, projects for young single mothers and young offenders and an initiative providing first step construction skills in a disadvantaged area. Skills for Life programmes in workplaces and substantial provision for those with learning difficulties and/or disabilities in the community attract 'hard to reach' learners. Extensive provision for 14 to 16 year olds gives over 750 learners the opportunity to access a good range of vocational and academic courses and includes specialist work with particularly disaffected students such as those excluded from school. Some 15% of college enrolments are from areas of high deprivation. The proportion of black and minority ethnic learners is almost double the proportion within the local population.
26. Enrichment is broadly satisfactory across the college. Activities vary from campus to campus with some offering out-of-hours activities including sport but others offering little. Relatively few additional qualifications are available for students to take. Most courses, however, have appropriate curriculum-related enrichment activities.
27. The college provides good guidance and support to students. They have access to student support centres, staffed by qualified and experienced advisors, at each campus. The support team includes a careers education co-ordinator, student mentor, enrichment activities officer, nurse and student counsellor. Support is provided on financial issues, childcare, personal, health and social matters. Each centre has good links with specialist external agencies. The large majority of students are aware of and value the services available. Information, advice and guidance for students on entry to the college are good. Almost all students report that their personal tutor is supportive and most find their induction to the college helpful. Guidance provided on careers and progression to higher education is also good, but there is limited analysis of the destinations of students who do not progress to higher education. Personal support is less effective for part-time students and those attending outreach centres.

28. Most students have regular reviews of progress with subject teachers and personal tutors. The tutor handbook places a great deal of emphasis on the use of individual learning plans and the monitoring of progress. Additional guidance has been produced on effective target-setting. Nevertheless, target-setting and action-planning are weak for many students and do not make sufficient contribution to helping them improve their performance. Tutorials are observed as part of the quality assurance arrangements but there is no overall analysis of their quality. The frequency and content of group tutorials varies across the college. Some provide good coverage of health issues, personal safety, financial matters and careers; elsewhere students gain less benefit from attending tutorials.

### Leadership and management

Satisfactory: grade 3

29. Leadership and management are satisfactory. The principal and governors have set a clear strategic direction and educational character for the college. Governors regularly receive useful reports on learners' performance and thoroughly monitor the quality of provision. Restructuring has strengthened the roles of managers with clearer lines of responsibility and accountability, particularly for work based learning. Detailed business planning, for both curriculum and support areas, is now in place. Curriculum management is improving. It is at least satisfactory in all areas and good in a few cases. Management information is now accurate and an integral part of quality assurance. Communications throughout the college and between campuses are good.
30. As at the last inspection, quality assurance arrangements are comprehensive. Managers implement and monitor these satisfactorily to maintain and gradually improve standards of provision. They pay close attention to the quality of teaching and to learners' success rates and have some clear strategies for improvement. Self-assessment is rigorous and the judgements in the current self-assessment report are largely accurate. Arrangements for sharing good practice are extensive and becoming embedded. Useful staff appraisal and development, based on college and learners' needs, support the college's aim to raise standards; but the proportion of qualified teachers is relatively low.
31. The college demonstrates a strong commitment to equality of opportunity. It has an appropriate race equality policy and action plan. Managers regularly monitor their performance against the targets and impact measures in the plan. Students' achievements are analysed by age, gender and ethnicity. Child protection procedures are in place and well documented. However, the associated training for staff and governors has been slow to take place. The college has responded well to the Special Educational Needs and Disability Act. Most of the college is accessible to learners with impaired mobility. Bullying and harassment policies are effectively applied. The college works well with a wide range of partners and schools to extend and support education and training in local communities.

32. The college's main campuses consist of drab and inflexible buildings. Within them the college has managed to develop attractive libraries, learning centres and social areas for students and some good specialist teaching areas. The development of a new campus in Kettering is due for completion later this year. Good opportunities have been provided for staff to influence the design of the new buildings.
  
33. Financial management and control are improving and the college is forecasting a balanced budget this year following two successive years of significant deficits. The college has secured major savings in staffing costs. Given its slow but improving success rates and the satisfactory quality of provision, the college provides satisfactory value for money.

## Curriculum area inspections

Science and mathematics

Satisfactory: grade 3

### Context

34. Courses are offered in biology, chemistry, environmental science, geology, human biology, human physiology and health, mathematics, further mathematics, physics and psychology. The large majority of the 350 enrolments for science and 145 for mathematics are by full-time 16 to 18 year olds taking GCSE and GCE AS and A-level courses. There are 94 enrolments on evening classes in GCSE mathematics, psychology and human physiology and health.

### *STRENGTHS*

- high success rates in GCE A-level mathematics, biology and physics
- high pass rates in GCSE mathematics in 2005
- much good teaching with rigorous assessment and monitoring of progress
- very effective support for additional learning needs.

### *AREAS FOR IMPROVEMENT*

- low success rates in GCE AS chemistry, human biology and physics
- low success rates in GCSE human physiology and health
- insufficient use of ILT in lessons at the Windmill Avenue campus
- lack of clear targets for improvement at subject level.

### Achievements and standards

35. Success rates in A-level mathematics, physics and biology are above national averages by 20%, 10% and 4% respectively. The pass rate in GCSE mathematics has increased over the last 3 years to reach 17% above national average in 2005. Success rates in AS chemistry, human biology and physics and in GCSE human physiology and health are below national averages. Success rates in AS sciences are much better at Rutland than at Kettering.
36. Levels of attainment demonstrated by students in lessons are satisfactory and often good. They show confidence in analysing and evaluating information. In science lessons students are able to draw conclusions from work which is often challenging.



## Quality of provision

37. There is much good teaching. Teachers are well qualified and have good subject knowledge. The better lessons are well planned and meet the needs of all learners. Teachers use a variety of appropriate techniques including individual and group work. Video is used effectively, but use of ILT is underdeveloped at the Kettering site. It is used more widely and imaginatively at the Rutland campus. In a few lessons there is insufficient challenge for the more able students. Subject assessment and monitoring of students' progress is rigorous. Work is regularly set, marked with positive comments for improvement, and usually returned next lesson.
38. The range of AS and A-level courses is good at both sites. There are no vocational science programmes. Students have opportunities to develop key skills supported through their main subject areas. They take part in higher education conferences, health education, careers and financial support talks, field trips and sporting activities.
39. Students receive good academic guidance and support, both individually and in group tutorials. However, individual learning plans have little impact because they only provide very broad targets for improvement. There is very effective classroom and laboratory support for students with additional learning needs.

## Leadership and management

40. Leadership and management are satisfactory. Inspectors largely agree with the judgements in the self-assessment report. Although there are significant differences in learners' achievement between Rutland and Kettering, a new management structure and strategies are in place to improve success rates. However, there are too few focused targets for improvement at subject level. Sharing of good practice in sciences is encouraged through use of Standards Unit material and joint subject reviews. There is inadequate control over storage of hazardous substances in the science area at Kettering.

Engineering

Good: grade 2

Context

41. Courses range from level 1 to level 3 in mechanical engineering, motor vehicle, welding, electronics servicing and computer-aided design. At the time of inspection there were 667 students in this area, including 230 mostly 16 to 18 year olds on college-based courses, 130 apprentices on work-based learning programmes and 300 14 to 16 year olds on the sizeable school links programme. The college also provides full-cost engineering courses for industry and is a CoVE in motor sport and performance engineering.

### *STRENGTHS*

- high success rates
- constructive use of the outcomes of initial assessment
- broad range of courses well matched to local needs
- innovative curriculum developments working in partnership with motor sport employers
- motivational leadership.

### *AREAS FOR IMPROVEMENT*

- ineffective reviews of individual learners' progress
- poor stock of motor vehicles.

Achievement and standards

42. Achievement and standards are good. Success rates on the majority of courses have improved to above national averages. On level 1 motor vehicle and level 2 auto CAD courses success rates are now well above national averages. In work-based learning, the completion rate of advanced apprenticeships is much higher than the national rate. In motor sport engineering, students recruited onto level 2 courses quickly develop the skills which enable them to gain employment as apprentices.
43. The work produced by engineering students is at, and sometimes above, the standard expected. For example, 14 to 16 year old learners demonstrated considerable enthusiasm in capably producing air-driven engines. Students' attendance is good.

## Quality of provision

44. Teaching and learning are satisfactory. In the better lessons teachers relate theory and practice very clearly, use resources imaginatively and make frequent checks on learning. At other times teachers do not give students sufficient opportunities to participate and make few checks on learning.
45. The results of comprehensive initial assessment are used very effectively to place learners on the appropriate course, to identify and focus additional learning support and to decide the level of key or basic skills they should take. Internal verification is very thorough on motor vehicle courses, where detailed sampling plans are well used by staff, but less rigorous on engineering courses.
46. Key skills are integrated well into motor vehicle courses, but are taught separately and less effectively on engineering courses. Through the CoVE employers have collaborated in the development of a new apprenticeship framework in motor sport engineering which is tailored to develop the skills needed from new recruits. There are good progression routes; for example, on completion of their level 3 qualification students can progress onto higher national certificate courses. Valuable short qualifications are provided for full-time students.
47. Teachers are readily accessible to learners and informally provide them with good guidance and support, both personal and academic. However, tutorial support for students on college-based courses is weak and their progress is not systematically or regularly reviewed.

## Leadership and management

48. Motivational leadership of the curriculum area has energised staff and students and improved the provision. Attendance and achievement rates have been increased. Self-assessment is comprehensive. Action plans are implemented and rigorously monitored by course teams. College data is well used to set targets and review progress. Staff development includes valuable industrial updating for teachers. Although resources for motor sport engineering within the CoVE are very good, the stock of vehicles available for motor vehicle students to practice on at Corby are too old to provide for the development of the full range of skills now required.

Visual and performing arts

Satisfactory: grade 3

Context

49. An extensive range of visual and performing arts and media courses are offered, mainly at levels 2 and 3. There are about 350 full-time equivalent learners, some two-thirds of whom are aged 16 to 18. Students can choose a full-time course or from a range of individual subjects. Vocational courses are provided at the Windmill Avenue campus in Kettering; GCE AS and A-level subjects are available there and at the Rutland College campus.

### *STRENGTHS*

- high pass rates on several courses
- broad and inclusive provision
- effective self-assessment.

### *AREAS FOR IMPROVEMENT*

- poor retention on most courses
- adverse impact of small group sizes on learning.

Achievement and standards

50. The overall success rate for long courses has improved from 56% in 2003 to 69% in 2005, although it is below the college target of 72%. Pass rates at level 2 in performance and media and at level 3 in art foundation, graphics, GCE A-level media studies and AVCE art and performance are very high. There is little difference in students' achievement between the different sites. However, too many learners across all courses leave before completing their programmes. Retention at the time of inspection was higher on some courses than at the same point the previous year. Value-added data indicate that, although there is variance between courses, the progress made by students is broadly in line with expectations. The standard of students' work is at least satisfactory and on level 2 courses students develop good vocational and study skills. Progression internally and to higher education is good.

Quality of provision

51. Teaching and learning are mainly satisfactory and sometimes good, particularly at level 2. Not all teachers share learning objectives with students at the start of lessons. Insufficient use is made of ILT and some teachers do not have strategies to actively involve learners throughout lessons. In lessons dependent on collaborative learning, mainly in performance and media, small

group sizes and unreliable attendance adversely affect the progress students make.

52. The good range of courses is very inclusive with appropriate arrangements to help learners overcome barriers to study arising from circumstances such as single parenthood or living within the traveller community. Curriculum enrichment activities have been extended, for example, students benefit from regular visits from current practitioners to talk about their work. Key skills have been effectively integrated into the curriculum.
53. Advice, guidance and tutorial support are good. Student induction has been improved and the views of students are regularly canvassed. Parents, where appropriate, are kept well informed about students' progress. Good arrangements are made to fully support learners with specific needs.

#### Leadership and management

54. Curriculum management is satisfactory. Teachers accept responsibility for raising standards and improving retention and use management information effectively to monitor students' progress. There has been considerable improvement in full-time level 2 provision. Self-assessment is now rigorous and largely accurate. However, the estimate of the percentage of good teaching is inflated. Several part-time teaching posts have been converted to full-time to provide more continuity, but the underdeveloped teaching skills of some teachers appointed on the basis of their practical expertise are often evident. Accommodation is adequate but uninspiring. The capacity for using ILT during lessons is limited, although students have good access to IT resources outside lessons.

## Preparation for Life and Work

Satisfactory: grade 3

### Context

55. The college provides full and part-time Skills for Life courses, from pre-entry to level 2, located on four campuses, in the community and in the workplace. Some 665 students are enrolled on open access literacy and numeracy courses, courses for small and medium-sized employers, and provision for learners in their workplace and for young offenders. Some 480 full-time and 1,600 part-time students are on Essential Skills for Employment programmes including Entry to Employment (E2E), Prince's Trust and courses for learners with learning difficulties and/or disabilities. There are broadly equal numbers of 16 to 18 year olds and adult students.

### *STRENGTHS*

- good progression from foundation programmes
- responsive programmes increasing participation of new learners
- effective help and advice for students.

### *AREAS FOR IMPROVEMENT*

- aspects of teaching and learning
- the setting of individual learning targets
- insufficient monitoring of standards.

### Achievement and standards

56. Success rates are satisfactory, having improved during the last three years. Some retention rates, such as those for the Prince's Trust, are above national averages. Outcomes on programmes for targeted learners, such as Family Business and the Probation Service, are good. Progression from E2E is above national average. Progression rates from programmes for students with learning difficulties and/or disabilities are good at pre-entry and entry levels.
57. Standards of written work are satisfactory and some students make good responses to questions and instructions in lessons. Students' independent living skills and personal skills are developed effectively. They understand and work well towards their behavioural targets. Attendance is satisfactory.

### Quality of provision

58. Teaching and learning are satisfactory. The better lessons are well planned, have clear learning objectives and keep students actively involved. A few teachers use imaginative approaches to make learning more enjoyable. Less effective lessons do not fully meet the planned objectives. Some teachers do not take obvious opportunities to use ILT to enhance learning and at times

rely entirely on printed worksheets. There is some lack of continuity of teachers on discrete literacy and numeracy courses. All learners have an initial assessment and their own learning plan. Information from assessment is not always used effectively to plan learning. Targets are often non-specific and not helpful in measuring progress. In many off-campus venues learning resources are good and teachers make better use of ILT.

59. Provision is responsive and inclusive, meeting the needs of learners reluctant to attend college and successfully widening participation. Prince's Trust and E2E programmes provide learning and progression opportunities for young people for whom there is little or no alternative provision. Courses are provided for younger students and adults with learning difficulties and/or disabilities, both in college and the community. The programme for young mums and mums-to-be provides valuable opportunities to re-engage in learning.
60. Students receive good personal help and advice in tutorials, review sessions and lessons. Students identified through initial assessment as needing support receive it within four weeks. Most support is provided in lessons though some students also receive one-to-one support. Effective help is given to students with dyslexia.

#### Leadership and management

61. Leadership and management are satisfactory. Managers have usefully reviewed the curriculum and made appropriate changes. Teachers have appropriate qualifications and experience and good opportunities for relevant training. Foundation level work-based learning, judged to be very weak in the last inspection, is now satisfactory. However, other weaknesses remain. There is insufficient sharing of good practice to raise standards and quality monitoring is not yet effective enough.

Business, administration and management

Satisfactory: grade 3

## Context

62. Full and part-time courses, from level 1 to level 4, cover administration, office technology, management, first and national awards in business, AS and A-levels, legal studies and NVOs in accounting. The provision is based at both Kettering sites and Rutland College campus. The majority of the 135 full-time students are aged 16 to 18, whilst the 263 part-time students are mostly adults. Over 150 students are enrolled on NVOs in accounting.

## *STRENGTHS*

- high success rates on management and NVO accounting courses
- good use of teachers' commercial experience in lessons
- extensive individual support for students
- much sharing of good practice to improve lessons.

## *AREAS FOR IMPROVEMENT*

- low AS and A-level success rates at Kettering
- limited availability of ILT resources to students and staff
- unhelpful target setting in learning plans
- lack of work experience for full-time students.

## Achievement and standards

63. Achievement and standards are satisfactory. Success rates on management and NVO accounting courses are consistently high. Success rates on AS and A-level courses are generally high at Rutland campus but low in Kettering. Students' assignment work is often good and demonstrates competent use of information technology and research skills. Most students make at least satisfactory progress. On advanced vocational courses students thoroughly analyse work-based problems, reach well-reasoned conclusions and suggest sensible improvements. Attendance is low on some courses.

## Quality of provision

64. Teaching and learning are generally good. Well-planned and varied lessons help students apply theory to practice and encourage independent and collaborative learning. Many teachers draw effectively on their current or recent commercial experience. Teachers skilfully encourage part-time students to discuss their own work practices. Key skills are integrated well into vocational subjects and this has improved achievement rates. Teachers meet individual students' needs well by accommodating different learning styles, adapting lesson materials and coaching. Handouts are of good quality, but ILT is insufficiently used in lessons, partly because there are too few computers within classrooms. The college Intranet is not yet widely used in business.



65. Assessment practices, including internal verification, are satisfactory. Marking is prompt and gives constructive feedback on how to improve. On some exam-based courses insufficient homework is set to monitor progress. Individual learning plans are unproductive; for example, they lack specific targets for skills development and fail to address attendance issues.
66. The range of courses is comprehensive and progression is good between levels. However, enrichment activities are limited. Guest speakers and visits to industry broaden full-time students' understanding of business, but they have little opportunity to undertake work experience.
67. Support for students is good. Initial guidance is comprehensive and helps students enrol on the right course. Learning support needs are diagnosed early and good support is then provided. Teachers are readily available by e-mail and telephone, which particularly benefits part-time students. Induction onto full-time courses is comprehensive, but the cursory induction for part-time students does not adequately cover the college services available.

#### Leadership and management

68. Curriculum management is satisfactory and improving. Good practice is frequently shared to improve lessons. Staff development is effective; for example, training has enabled teachers to promote equality and diversity well in the classroom. New teachers are well supported through mentoring, shadowing and training. Self-assessment, including the monitoring of teaching, is now more rigorous and this is helping to raise standards. However, some aspects of students' experience, such as the quality of their progress reviews, are not monitored sufficiently.

## Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to 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	01/02	827	49	53	-4	2,242	68	50	18
	02/03	1,065	47	56	-9	2,617	72	55	17
	03/04	976	67	60	6	2,294	77	59	18
GNVQs and precursors	01/02	15	7	54	-47	3	33	41	
	02/03	10	60	60	0	0		47	
	03/04	0		65		0		52	
NVQs	01/02	33	45	52	-7	77	3	49	-46
	02/03	59	58	56	2	52	58	57	1
	03/04	129	77	61	16	43	56	62	-7
Other	01/02	779	50	53	-3	2,162	70	50	20
	02/03	996	46	56	-10	2,565	73	55	17
	03/04	847	65	60	5	2,251	77	59	18

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to 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	01/02	1,245	48	50	-2	1,632	50	48	2
	02/03	1,190	48	52	-4	1,429	50	49	0
	03/04	1,050	51	56	-5	1,413	50	53	-3
GCSEs	01/02	376	59	54	4	313	45	53	-8
	02/03	341	55	57	-2	314	40	55	-15
	03/04	400	51	61	-11	226	59	59	1
GNVQs and precursors	01/02	133	56	56	0	8	63	50	13
	02/03	103	53	59	-5	3	100	53	
	03/04	31	77	63	14	1	100	57	
NVQs	01/02	263	30	43	-13	313	42	45	-3
	02/03	200	34	42	-8	391	54	49	5
	03/04	135	41	52	-11	367	50	53	-3
Other	01/02	473	49	49	0	998	54	48	6
	02/03	546	47	50	-3	721	51	48	3
	03/04	484	53	54	-1	819	47	52	-5

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2002 to 2004, compared to 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	01/02	2,626	53	60	-7	1,338	51	50	0
	02/03	2,278	61	62	-1	1,180	51	51	0
	03/04	2,020	66	64	2	918	53	53	0
A\A2 levels	01/02	526	85	80	5	90	66	57	8
	02/03	503	83	82	1	100	49	63	-14
	03/04	601	84	84	0	68	65	66	-1
AS levels	01/02	1,320	53	60	-7	191	48	47	1
	02/03	1,174	61	61	0	186	48	48	0
	03/04	938	62	63	0	145	50	50	1
GNVQs and precursors	01/02	581	30	47	-17	130	30	43	-13
	02/03	352	32	50	-18	76	26	45	-19
	03/04	161	51	52	-1	12	67	43	24
NVQs	01/02	24	42	49	-7	165	58	41	18
	02-03	44	41	51	-10	156	48	45	4
	03/04	23	70	54	16	111	53	47	6
Other	01/02	175	37	54	-16	762	51	54	-2
	02/03	205	58	55	3	662	56	54	2
	03/04	297	49	56	-6	582	53	56	-3

Table 4

Success rates on work-based learning programmes managed by the college 2003 year to 2005 year

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	118	35	33	53	50
	Advanced	41	63	32	68	50
2004/05	Apprenticeship	N/A				
	Advanced					

\* 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 and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

b) Timely success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	127	19	16	28	27
	Advanced	39	49	19	51	33
2004/05	Apprenticeship	N/A				
	Advanced					

\* The number of learners who planned to complete their learning programme in the given year

\*\* College and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'