



Exeter College

Better
education
and care

Re-inspection report

Audience Post-sixteen	Published July 2006	Provider reference 130645
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Introduction

Exeter College was inspected in May 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in construction, which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory curriculum area was re-inspected on 13 and 14 June 2006. The outcomes of the re-inspection are as follows.

Curriculum/WBL area	Original grade	Re-inspection grade
Construction	4	3

Context

There are 242 students on construction courses. 38 are full-time of which 97% are 16 to 18 year olds; 204 are part-time of which 77% are adults. Construction craft and building services courses are offered at foundation and intermediate levels, and construction technician courses at advanced level. Occupations offered are bricklaying, trowel occupations, roof slating and tiling, electrical installation and plumbing. There are currently 230 apprentices on college-managed work-based learning programmes.

Strengths

- *high in-year retention*
- *much improved teaching and learning*
- *significantly improved resources, effectively used*
- *good provision of additional support*
- *recent strong management actions to improve the provision*

Areas for improvement

- *inadequate framework achievement*
- *low success rates in 2004/05*
- *insufficient coordination between on-and off-the-job training*
- *insufficient progression*
- *insufficient employer engagement*

Achievement and standards

Retention rates have improved and are good on many college programmes. Framework completion rates for apprentices are inadequate. In 2004/05, only 6% achieved the framework and in 2005/06, of 48 leavers, there have been no successful completions. Success rates were low on some programmes in 2005. During the 2004/05 academic year insufficient coordination of programmes resulted in teachers failing to deliver all necessary parts of learners' qualifications. Changes in the management of the provision in 2005/06 have addressed many of the shortcomings. Current learners are making satisfactory progress towards their qualifications.

Quality of provision

The quality of teaching and learning has been improved. The lesson observation process is reliable and advanced practitioners provide good support. Arrangements for identifying additional support requirements are thorough and the support provided is good, enabling learners to develop both basic and occupational skills. Employer engagement is under-developed and links between training in the workplace and the college are poor. Employers are unaware of the training which is being delivered in the college and are unable to plan activities in the workplace to compliment this. In construction crafts, few apprentices progress to advanced apprenticeships. Full-time provision in construction is available only in wood occupations and there are no progression opportunities beyond level one for full-time learners.

Leadership and management

New purpose-built premises provide very good facilities, specialist equipment and resources for learners which are well used. Following the recent appointment of a new manager, leadership and management have improved. However, course and programme reviews are not consistently evaluative and the self-assessment identifies satisfactory aspects as key strengths. Until recently, progress to address poor framework completion rates has been inadequate.