



NORTH EAST SURREY COLLEGE OF TECHNOLOGY



ADULT LEARNING
INSPECTORATE

Better
education
and care

Inspection report

Audience
Post-sixteen

Published
February 2007

Provider reference
130822

Contents

Basic information about the college	3
Background of the organisation	4
Scope of the inspection	4
<hr/>	
Summary of grades awarded	6
Curriculum areas	6
<hr/>	
Overall judgement	7
Main findings	9
Curriculum area inspections	13

Basic information about the college

Name of college: North East Surrey College of Technology

Type of college: General Further Education

Principal: Sunaina Mann

Address of college: Reigate Road, Ewell, Epsom, Surrey, KT17 3DS

Telephone number: 0208 394 3000

Fax number: 0208 394 3310

Chair of governors: David Smith

Unique reference number: 130822

Name of lead inspector: Peter Brook

Dates of inspection: 4-8 December 2006

Background of the organisation

1. North East Surrey College of Technology (NESCOT) is located in the Borough of Epsom and Ewell in Surrey. The college is situated on one main campus with information and communication technology (ICT) courses also provided at a learning shop in Epsom and literacy and English for speakers of other languages (ESOL) courses at another small venue also in Epsom. The college directly provides education and training in four local prisons and subcontracts provision to two colleges in another two. Courses range from entry to higher levels. In 2005/06, 83% of the learners were Learning and Skills Council (LSC) funded, 6% were Higher Education Funding Council for England (HEFCE) funded and the remainder either paid full fees or were funded from other sources. NESCOT's mission is; 'To inspire and enable all our learners to achieve their goals and provide the skills needed in the economy'.
2. In Surrey, 87% of learners aged 16 stay on in full-time education, which is well above the national average. This declines to below the national average for learners aged 17 and further still for learners aged 18. In 2004/05, the percentage of pupils in local schools achieving five or more general certificate of secondary education (GCSE) grades A* to C was well above the national average. About one third of adults are not qualified at level 2 and 56% are not qualified at level 3.
3. In 2005/06, there were 9,277 learners (2,697 full-time equivalents - FTEs) representing 15,464 enrolments on LSC funded courses. This was a decline of 941 FTEs from 2004/05. About 80% of learners were enrolled on part-time courses: 82% of the learners were adults; 57% of learners were female. About 20% of the learners were from a minority ethnic origin, which is significantly above the local average of 8.7%.
4. The college has enrolments in all 15 sector subject areas (SSAs). There are approximately 120 work-based learners through contracts with Surrey and London South LSCs, mainly in construction. The college also provides vocational courses for 212 learners aged 14-16. With regard to learners aged 16-18 in 2005/06, 31% of enrolments were at level 1, 40% at level 2 and 24% of enrolments at level 3. A total of 22% of the enrolments of adults were at level 1, 41% at level 2 and 6% were at level 3.

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); 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: health, social care and child care; construction; information and communication technology; beauty therapy; sport, leisure, travel and tourism; arts, media and publishing; independent living and pre-vocational skills; literacy, numeracy and English for speakers of other languages (ESOL); business administration and accounting.

Summary of grades awarded

Effectiveness of provision	Satisfactory: grade 3
Capacity to improve	Good: grade 2
Achievements and standards	Satisfactory: grade 3
Quality of provision	Satisfactory: grade 3
Leadership and management	Good: grade 2

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

Health, social care and child care	Good: grade 2
Construction	Good: grade 2
Information and communication technology	Good: grade 2
Beauty therapy	Good: grade 2
Sport, leisure, travel and tourism	Satisfactory: grade 3
Arts, media and publishing	Satisfactory: grade 3
Independent living and pre-vocational skills	Good: grade 2
Literacy, numeracy and ESOL	Satisfactory: grade 3
Business administration and accounting	Satisfactory: grade 3

Overall judgement

Effectiveness of provision

Satisfactory: grade 3

6. This is a satisfactory college. Achievements and standards are satisfactory. Overall success rates are improving and are now satisfactory. They are around the national average for most levels and ages. Work-based learners' progress towards achievement and provision for learners aged 14-16 is satisfactory. The standard of learners' work is satisfactory and good in some areas. Learners develop good practical skills and most enjoy their studies.
7. The quality of teaching and learning has improved and is satisfactory. Most unsatisfactory teaching has been eradicated, but there is very little outstanding teaching. Assessment and verification have improved and are standardised and rigorously monitored. Initial assessment and support for learners with identified learning needs are good.
8. The college's response to educational and social inclusion is good. The range of provision is satisfactory in meeting the needs of most learners and employers. However, there is insufficient availability of work experience for some full-time learners. Employer engagement remains underdeveloped in some vocational areas.
9. The college provides satisfactory advice, guidance and support for learners. Pre-course guidance and careers support are good. Learner support services and support for learners with learning difficulties and/or disabilities are good. Attendance is now more closely monitored and is satisfactory. Tutorials are satisfactory, although group tutorials do not always match learners' needs. Personal support for learners is good, although individual learning plans are unsatisfactory for some.
10. Leadership and management are good. Senior managers provide strong leadership and much has been achieved since the last inspection in 2004. The strategic direction of the college is clear and well understood. Quality assurance arrangements are good. Self-assessment is thorough and accurate. Governors are well informed and supportive. Financial management has improved significantly and a sound recovery plan is being implemented. The college provides satisfactory value for money.

Capacity to improve

Good: grade 2

11. Since the last inspection, the college has demonstrated it has good capacity to improve. Managers apply rigorous performance management procedures. Success rates have improved and are now at least satisfactory. Most unsatisfactory teaching has been eradicated, although the overall quality of teaching remains satisfactory. Managers use data well to evaluate provision and to prompt action for improvement. Quality improvement arrangements,

including accurate self-assessment, are successful and support improvements in teaching, learning and achievement. Leadership and management have improved from unsatisfactory to good and seven of the nine curriculum areas inspected have improved by at least one grade. No curriculum area remains unsatisfactory. The college's financial position remains weak, although financial management is now good.

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

12. The college has made good progress in promoting improvements. All key weaknesses identified at the last inspection in 2004 have been addressed and most been significantly improved. However, there has been insufficient improvement in key skills achievements. The senior management team has been successful in enabling curriculum managers to develop provision to meet the needs of local learners. Despite financial constraints, the college has continued to invest in upgrading and extending learning resources. The availability and use of management information and quality assurance are now good.

Key strengths of the college

Strengths

- high success rates on longer short courses and higher level courses for adults
- good development of practical skills
- good support for learners' personal development and for those with learning difficulties and/or disabilities
- strong leadership and effective management
- very effective quality improvement arrangements
- comprehensive and widely accepted change management process.

Areas for improvement

The college should address:

- the success rates on long further education (FE) and work-based learning programmes
- the low proportion of good and outstanding teaching
- the use of information and learning technology (ILT)
- key skills achievement
- the links with industry
- the financial position.

Main findings

Achievements and standards

Satisfactory: grade 3

13. Achievements and standards are satisfactory. As identified in the college self-assessment report, success rates have improved over the last three years. In 2006, success rates for learners aged 16-18 at levels 1 and 3 were close to the national averages. At level 3, both retention and achievement rates rose. At level 1, although the achievement rate rose, the retention rate declined to below average. At level 2, success rates rose from below average to well above; a combination of high retention and achievement rates. Success rates on longer short courses for learners aged 16-18 and higher level courses for adults are high. Success rates at level 1 for adults were low in 2006. Again, their achievement rates rose to well above average, but retention fell to a low level. This was largely due to the closure mid-way through the academic year of two ICT learning shops affecting learners of all ages and a community venue affecting adult literacy, numeracy and ESOL learners. Success rates at levels 2 and 3 for adults have risen significantly since 2004 and are now at national averages.
14. Work-based learning achievement rates have risen since the last inspection, but remain below the national average. Most learners who achieve the National Vocational Qualification (NVQ) also now complete the full apprenticeship framework. The rate of completion is improving although many learners still fail to complete by their expected end date. Success rates for learners aged 16-18 on other NVQ programmes are well above the national averages at all three levels. Key skills success rates have risen, but only to the low national average. They are particularly low for numeracy. Most learners aged 14-16 who study at the college are successful. Progression by this group to full-time courses at the college is good, particularly in construction. Progression to higher level courses and employment is good for most groups of learners. Learners from black and minority ethnic backgrounds achieve as well as other learners. Achievement rates for learners with learning difficulties and/or disabilities are high.
15. Learners develop good practical skills in lessons and through employment and develop a good understanding of safe working practices in most areas. Standards of learners' written work are satisfactory. Most learners enjoy their studies. Attendance during the inspection was satisfactory, although lower than the college's recorded averages.

Quality of provision

Satisfactory: grade 3

16. The quality of education and training is satisfactory. The quality of teaching and learning is satisfactory. The college has made significant progress in addressing the weaknesses in the standards of teaching and learning identified at the previous inspection. There is, however, little outstanding teaching.

17. The college's lesson observation scheme is well designed and systematic. Evaluation of teaching is rigorous and leads to effective identification of training and development for teachers. Data on lesson observations are well understood at curriculum level and are used to bring about change and improvement. The role of the advanced practitioners in lesson observation and staff development is well developed and teachers value the support they receive. Teaching and learning in key skills have improved and now have an increased vocational relevance.
18. Most learners enjoy their lessons and take part in the activities with enthusiasm. Teachers provide a range of vocationally relevant activities to develop learners' skills and knowledge. Initial assessment and support for learners with identified learning needs are good. The best lessons fully engage learners, encourage active participation and have explicit learning outcomes for all. Learners answer teachers' questions confidently and have the opportunity to discuss ideas to consolidate their learning. Some teachers use ILT well, but in a quarter of the curriculum areas inspected its use is under-developed. In less effective lessons, there is insufficient challenge to meet all learners' needs. Teachers talk too much and learners lose interest. Resources and accommodation to support learning are generally good.
19. Teachers set well-planned assignments regularly and mark and return them promptly. Marked work usually contains useful comments on how learners can improve. Teachers inform learners and their parents or carers well about their progress. The recognition and recording of non-accredited learning are satisfactory. Assessment and verification have improved and are now standardised and rigorously monitored. Lead internal verifiers are effective and keep up to date with appropriate staff development.
20. The college provides satisfactory provision to meet the needs and interests of learners. There is a clear strategic vision for developing a coherent and relevant curriculum. Courses in most areas enable learners to progress from levels 1 to 3 with opportunities to study foundation degrees. The college has increased its provision at levels 1 and 2 and has stopped offering GCE A-level courses. Opportunities for work experience are underdeveloped in some areas.
21. The college's approach to social and educational inclusion is good. It has worked closely with schools to establish an effective curriculum for learners aged 14-16 and has successfully collaborated with partners to plan courses in other vocational areas. Outcomes for learners aged 14-16 are good. There are good links with local community groups. However, employer engagement is insufficient and there is variation in how well employers' needs are met. The college offers an appropriate range of enrichment activities and participation by learners is satisfactory. There are suitable opportunities to make a positive contribution to the local community and for learners to express their views.
22. The provision of advice, guidance and support is satisfactory. Potential learners receive clear information about courses and entry requirements. There are

good procedures to ensure a smooth transition to college from a wide range of schools. and induction is effective. There is a wide range of support services that work collaboratively to support learners' personal, health and financial needs. Initial assessment arrangements have improved since the last inspection and arrangements for assessment of literacy and numeracy needs of all learners are appropriate. Support for learners with learning difficulties and/or disabilities is good. Learners have a clear and appropriate entitlement to guidance at each stage of their studies, including support for progression to university or employment.

23. Procedures to monitor attendance and punctuality have improved and attendance is satisfactory. Tutorial provision has been strengthened this year and is satisfactory. However, there is insufficient consistency in group tutorials and learning does not always match learners' needs. Learners receive good personal support from their tutors and are adequately supported in their studies through the individual tutorial programme. However, the quality and use of individual learning plans are variable.

Leadership and management

Good: grade 2

24. Leadership and management are good. Senior managers provide strong leadership and a clear strategic direction for the college. Radical action to improve provision focuses on teaching, learning and achievement. The curriculum has been re-designed to align it closely with local LSC, community and national priorities. Staffing has been successfully re-structured to make lines of responsibility more clear. The college has continued to invest in resources to support teaching and learning. Communication and sharing of good practice between all staff have improved.
25. The college has managed significant change well. Managers have been successful in rectifying many of the weaknesses identified at the previous inspection. Overall success rates are improving and are now satisfactory. In seven of the curriculum areas inspected, leadership and management are judged good. Staff morale is high. Teachers feel valued by their managers and appreciate the efficiency of the new working arrangements.
26. Quality assurance arrangements are particularly effective. Managers have good access to data which are used well to monitor performance. The scheme for monitoring and improving the quality of teaching and learning is successful. Quality of teaching has improved since the previous inspection and is now satisfactory. Regular course reviews are held throughout the year. If action plans for improvement are unsuccessful, courses are closed.
27. The self-assessment process is rigorous and closely aligned with the quality review procedures. Staff and governors are fully involved in the process. The self-assessment report is properly self-critical and direct. Inspectors agree with most of the strengths and areas for improvement identified by the college.

28. The college promotes equality and diversity well. Data analysis of outcomes, including achievement, is used to monitor the effectiveness of its equal opportunities policy. Action is taken if variances are identified. The college's response to the requirements of the Race Relations (amendment) Act 2000 and the Special Educational Needs and Disability Act 2002 is good. Appropriate arrangements are in place to check staff identity and qualifications and undertake Criminal Records Bureau (CRB) checks.
29. Governors are well informed and properly involved in setting the college's strategic direction and monitoring progress. They provide good support for senior managers and are enthusiastic about the college's recent achievements.
30. The college recognises it does not do enough to engage with employers. There are too few representatives from private companies on the corporation. Employer engagement or work activities are weak in five SSAs.
31. The financial position of the college is weak. In 2005, the new principal quickly identified that an inaccurate budget had previously been set and implemented a robust recovery plan. The college is meeting the targets it set itself for financial recovery by 2009. Financial management has improved significantly and is now good. The college provides satisfactory value for money.

Curriculum area inspections

Health, social care and early years

Good: grade 2

Context

32. The college offers full- and part-time courses in health, care, and early years from levels 1 to 3. A foundation degree in early years and a registered managers' award are available at level 4. About 190 full-time learners, mostly aged 16-18, follow health or childcare courses at levels 1 to 3. A level 1 vocational award is offered to learners aged 14-16. About 40 adult learners follow part-time courses in childcare and education at levels 2 and 3 and nearly 2,000 learners follow flexible learning programmes which include NVQs in care at levels 2 and 3.

STRENGTHS

- high success rates on level 2 programmes
- good progression to further study or relevant employment
- strong productive links with outside agencies
- very effective individual support for learners
- good management action to improve provision.

AREAS FOR IMPROVEMENT

- insufficient challenge to extend more able learners
- insufficient use of ILT in teaching and learning.

Achievements and standards

33. Achievements and standards are good. There are high success rates on level 2 courses. Success rates on other courses have improved in 2005/06 to the national average. There is good progression to further study or relevant employment. Learners develop a wide range of relevant practical skills and knowledge. These include understanding of roles and responsibilities in different work settings. Learners work enthusiastically and co-operatively, demonstrating a good understanding of the needs of others. Learners' course and assignment work are neatly produced and clearly referenced, but rarely word processed. NVQ portfolios are well structured, containing a range of evidence which meets assessment criteria.

Quality of provision

34. Teaching is good. Teachers use initial assessment effectively to plan a range of appropriate activities. However, the use of ILT to enhance teaching and learning is insufficient. Learning support staff work well with teachers to plan, support and monitor individuals' progress. In the best lessons, learners engage

enthusiastically in a variety of activities drawing well on their life, work or placement experiences. Teachers provide good support to extend individual learning. In the less effective lessons, teachers do not always adequately challenge more able learners. Communications key skills are developed well within lessons. Employed NVQ learners value the support offered on the flexibility programme. Assessments are vocationally relevant and set and marked at an appropriate level. External verifiers' reports are good. Teachers' written comments provide clear guidance for improvement.

35. Individual learner support is very good. A comprehensive selection process determines the level of study. Initial assessment ensures NVQ candidates follow the appropriate route for their work role. A comprehensive induction programme provides further opportunities to confirm the appropriateness of the chosen programme. Targets set during individual tutorials are closely monitored. However, work to set target minimum grades and plan individual learning and assessment is still to be fully embedded. Career advice is good.

Leadership and management

36. Leadership and management are good. Course team meetings are effectively used to monitor individual learners' and groups' progress. Actions arising are closely monitored. There are good links with the subject librarian who provides additional support for learners. Resources to support teaching and learning are good. However, there are few digital projectors available in teaching rooms. Lesson observations provide clear feedback on teachers' performance and guide staff development. Strong and productive partnerships with local schools, universities, statutory and voluntary organisations broaden learning and provide opportunities for vocational updating of staff. Equality and diversity issues are satisfactorily embedded in courses. The self-assessment report accurately reflects the provision and the actions taken to improve.

Construction

Good: grade 2

Context

37. Courses are offered at levels 1, 2 and 3 and include building craft, building services, and apprenticeship programmes. Programmes include trowel occupations, plastering, carpentry and joinery, plumbing, and electrical installation. A gas centre provides accredited full cost programmes for employers and adult learners. An increased flexibility programme is provided for young people aged 14-16. Over 85% of provision is at levels 1 and 2. There are 1,172 learners on college-based construction programmes; 541 are aged 16-18 and 651 aged 19 or over, with 339 full-time and 833 part-time. In addition, there are 105 apprentices.

STRENGTHS

- high success rates on levels 1 and 2 construction awards and level 2 electrical installation
- good development of learners' skills
- highly effective management of quality improvement system
- highly effective links with work-based learning employers.

AREAS FOR IMPROVEMENT

- insufficient differentiation in teaching and learning
- low completion rate of apprenticeship frameworks.

Achievements and standards

38. Achievements are good. Success rates on all college-based programmes and levels are now at or above national averages; a significant improvement since the previous inspection. Success rates for levels 1 and 2 construction awards are high and well above the national averages. The success rate on level 2 electrical installation is also well above the national average. Although success rates for level 3 programmes are around the national averages, they remain low. Work-based learning success rates have improved considerably between 2004/05 and 2005/06, but remain low. The standard of practical and portfolio work is good and learners quickly develop skills to industry standards.

Quality of provision

39. Teaching and learning are satisfactory and make use of good practical facilities to develop learners' competence. There is a lack of differentiation in teaching to ensure that all learners can make sufficient progress based on their ability. There is insufficient checking that learning is taking place in lessons. Employers of work-based learners have a good knowledge of the programme and contribute well to apprentices' achievement.

40. Assessment and monitoring of learners' progress are good. Individual learning plans include target dates set by assessors and monitored by programme teams. Highly effective monitoring of apprentices' progress identifies gaps in assessment opportunities. Employers provide alternative experiences to enable assessment to take place. Well planned tutorials are used very effectively to support progress reviews.
41. Programmes and activities meet the needs and interests of learners well. The wide range of provision enables learners to improve their employment prospects. The number of learners aged 14-16 is increasing and the majority of learners progress to further courses at the college. All apprentices are employed from the start of their programme. There is insufficient progression from levels 2 to 3.
42. Guidance and support are good. The recruitment process helps to ensure that learners select the appropriate programme to maximise their potential. Induction is good. Additional learning needs are identified through initial assessment and appropriate support is put in place.

Leadership and management

43. Leadership and management are good. There is a well managed system for quality improvement. Good progress has been made to address the significant weaknesses identified in the last inspection. Pass and success rates have steadily improved. The self-assessment process is rigorously applied. The course review and evaluation process identifies underperformance. The programme of lesson observations is robust and teachers are supported well to improve. Links with work-based learning employers are highly effective.

Information and communication technology

Good: grade 2

Context

44. The college offers a range of courses in information and communication technology (ICT) from entry level to level 3. Full-time courses comprise an introductory diploma, first diploma and national diploma for IT practitioners. Part-time courses include introductory, certificate and diploma courses. There are 36 entry level learners, 283 at level 1, 294 at level 2 and 25 at level 3. Of these, 76 are full-time learners of whom 72 are aged 16-18.

STRENGTHS

- high success rates
- well planned teaching and learning
- very effective monitoring of learners' progress
- highly effective leadership and management of change.

AREAS FOR IMPROVEMENT

- low retention rates on of full-time level 2 courses
- insufficient links with industry.

Achievements and standards

45. Achievements and standards are good. Success rates on all courses have improved over the past three years and most are high. Adult learners' achievements are good and have remained above the national averages for three years. Achievement rates on full-time courses for learners aged 16-18 are also high. The retention rate on level 2 courses continues to be very low. The standard of learners' work is satisfactory. Students demonstrate confidence and fluency in the manipulation of the hardware and software packages. Attendance and punctuality are satisfactory.

Quality of provision

46. Teaching and learning are good. Lessons are well planned and reviewed with reflective comments for improvement. Differentiated activities for learners are also well planned. In most lessons, the pace of learning is fast and understanding is frequently checked. Learners are well motivated and keen to contribute to discussions.
47. Assessment and the monitoring of learners' progress are thorough and very effective. Teachers regularly electronically record learners' results, which allows course leaders to monitor progress. Marked work contains constructive comments to guide learners to improve. A comprehensive internal verification process maintains the standard of assessment.

48. The recently reorganised course provision satisfactorily meets the needs and aspirations of learners. There is a comprehensive range of visits for full-time learners to IT enterprises and regular speakers from industry. Not all vocational learners have work experience and links with local industry are insufficient. Progression rates between levels 2 and 3 are low.
49. Guidance and support for learners are satisfactory. Systematic initial screening takes place and effective support is arranged for those requiring it. Weekly group tutorials are used effectively to develop life and citizenship skills. Individual tutorials are used to monitor students' progress and for guidance and target setting. Learning assistants collaborate well with subject tutors to provide high quality support for students in lessons.

Leadership and management

50. Leadership and management are good. Success rates on all courses have risen consistently since the last inspection. Quality assurance procedures are applied systematically. For example, the collection, recording and use of data to identify areas for development have improved greatly over the past two years. The lesson observation scheme has successfully contributed to raising teaching and learning standards and is viewed by the teachers as a constructive and supportive exercise. Resources and technical support are satisfactory although some classes are over crowded. The self-assessment report, produced by the entire teaching team, is a thorough and accurate reflection of the curriculum area. Promotion of equality and diversity is satisfactory.

Beauty therapy

Good: grade 2

Context

51. The college offers full-time and part-time courses at levels 1, 2 and 3. The courses are offered at a variety of times and days to suit the range of learners. Courses include NVQ levels 1, 2 and 3 in beauty therapy and diploma courses in reflexology, holistic massage and anatomy and physiology. There are currently 187 learners. Of these, 98 are aged 16-18.

STRENGTHS

- high success rates
- highly effective practical skills development
- good teaching and learning
- good practical resources
- very effective leadership and management.

AREAS FOR IMPROVEMENT

- insufficient use of ILT in teaching and learning.

Achievements and standards

52. Success, achievement and retention rates are consistently high. Punctuality and attendance are high. Progression rates between levels 2 and 3 are high. Learners are enthusiastic about their work and develop a good level of professional skills. A busy successful commercial salon provides learners with real working experience and realistic assessment opportunities.

Quality of provision

53. Teaching and learning are good. Lessons are well planned and include a variety of appropriate activities to meet the needs and abilities of different learners. These include group work, pair work, puzzles, question and answer and discussions. There is, however, insufficient use of ILT in teaching and learning. Good one-to-one support is given in classes, with positive and constructive feedback provided in assessments. All tutors are well qualified and present themselves in a professional manner, providing good role models for learners. A wide range of enrichment activities is provided through the year. These activities include talks and demonstrations from major beauty therapy suppliers and an international airline. Practical resources are plentiful and of very high quality. Specialist equipment includes electric couches and specialised electrical machines. The decoration of some rooms is inadequate.

54. The range of courses is satisfactory. Provision is being expanded to meet demand and new courses added in 2006/07 include NVQ level 1 in beauty therapy. Courses are run at a variety of different times and days to suit

learners' needs and availability. Different types of courses include full-time courses and intensive courses run over a shorter period of time.

55. Learners receive satisfactory guidance and support. Most courses have specific entry requirements and learners are offered places following interview. Numeracy and literacy support is offered following initial assessment. Study skills support is offered to mature learners. Learners are offered one-to-one support if required.

Leadership and management

56. Leadership and management are good. Provision is well coordinated and new courses have been developed well. Communication with staff is good and includes weekly meetings for each tutor group and regular standardisation meetings. These are followed up by senior managers with actions taken if necessary. Staff development is good. Tutors are encouraged to undertake appropriate professional development, and funding is available for external courses where required. Health and safety and risk assessments are in place. Staff are aware of and implement equality of opportunity policies and procedures.

Sport, leisure, travel & tourism

Satisfactory: grade 3

Context

57. The college offers full-time and part-time courses in sport, travel and tourism. There are 175 full-time learners, most of whom are aged 16-18, and 35 part-time learners. Full-time courses are available at levels 1 to 3 and include introductory, first and national diplomas in sport. Courses in travel and tourism are at levels 2 and 3. Part-time provision at level 1 in football coaching accounts for a small part of the department's work.

STRENGTHS

- high success rates
- good standard of learners' practical work
- good support for learners with particular needs.

AREAS FOR IMPROVEMENT

- low retention rates on the national diploma in sport
- insufficient challenge for more able learners
- insufficient reinforcement of good work practices.

Achievements and standards

58. Achievements and standards are satisfactory. Learners achieve good skill development in travel lessons and in sport practical work. While leading sports activities, learners show high levels of confidence and good communication. In travel presentations, learners make good use of ILT and are constructively critical of one another's work. Written work is word-processed to a high standard. Success rates are high on the introductory and first diploma in sport and the national award in travel. Attendance and punctuality are satisfactory. National diploma retention rates improved in 2005/06 but continue to be low. The in-year retention rate is high.

Quality of provision

59. Teaching and learning are satisfactory. Support for learners with particular needs is good. Learning support assistants work effectively with individual learners to help them complete work. However, the work of learning support assistants is not always well planned. Most theory lessons contain sufficient variety of activities to stimulate learning, such as paired work, group work and presentations. Planning for teaching is satisfactory and lesson objectives are routinely shared with learners. There is insufficient reinforcement of good work practices including some aspects of health and safety for sport learners and standard of dress in travel and tourism. Teachers organise assessment well to meet the demands of programmes and courses. Feedback on assignment and written work gives learners clear guidance on how they should improve but

does not always correct grammatical and spelling errors. More able learners are insufficiently challenged in most lessons. There is little use of extension tasks and those who finish quickly often have to wait for others.

60. Standards of accommodation and equipment are satisfactory. Classrooms have sufficient space and are light and warm. Sports learners have access to a sports hall and playing fields.
61. Support and information and guidance to learners are satisfactory. At induction, specialist staff interview learners and introduce them to the structure of their courses. Weekly tutorials are used to monitor full-time learners' progress. All learners have individual learning plans in which teachers set realistic targets.

Leadership and management

62. Leadership and management are satisfactory. A self-critical observation scheme has contributed to improvements in the quality of teaching. All permanent teaching staff have or are working towards teaching qualifications. Mentor support for new staff is good. The new departmental management team recognises the poor performance of the national diploma in sport course and remedial actions are in place. Recently, changes to course entry requirements, more effective curriculum planning and improvements to the tutorial system have taken place. It is, however, too early to judge the impact of these developments.

Arts, media and publishing

Satisfactory: grade 3

Context

63. The college offers full- and part-time provision from levels 1 to 3 in art and design, multimedia, music technology, media and performing arts. Learners work towards vocational qualifications including introductory certificates, first diplomas and national diplomas. There are 456 learners aged 16-18 and 129 learners aged 19 or over.

STRENGTHS

- high standards of learners' creative, expressive and technical skill development
- good integration of information and learning technology to promote learning
- well targeted range of quality initiatives driving improvement in the curriculum.

AREAS FOR IMPROVEMENT

- low key skills pass rates
- inconsistent target setting to support learning
- insufficient commercial work placements.

Achievements and standards

64. Achievements and standards are satisfactory. On the first diploma in performing arts and national diploma courses for media production and multimedia, pass rates are above the national averages. The national diploma in music has had high pass and success rates for the past three years. However, on the first diploma in media and the national diploma in design courses, success rates are low. Retention has also declined on the national diploma in performing arts. Key skills pass rates are low, particularly in application of number. Learners' punctuality and attendance are satisfactory.
65. Standards of learners' work are high. Learners produce a range of good creative and performance work. They display very good music programming and editing skills using software creatively and competently. Learners have good performance skills in dance.

Quality of provision

66. Teaching and learning are satisfactory. Tutors use a range of teaching methods and practical demonstrations which encourage improvisation and experimentation. Learners use a wide variety of media, equipment and techniques to meet the requirements of their courses. Teachers use information and learning technology effectively to promote learning and develop research skills.

67. Assessment and the monitoring of learners' progress are satisfactory. However, target setting to support learning is inconsistent. Targets in lesson plans focus too much on teaching and not enough on learning. Too often, tutors deviate from planned activities, not completing the lesson plan. Lesson plans do not always present a wide enough range of tasks to challenge all learners appropriately.
68. Programmes and activities meet the needs and interests of learners well and there are planned progression routes in all subjects. There is satisfactory provision of vocational enrichment. Camera and lighting workshops are offered to learners who can also visit galleries, museums and venues and participate in workshops at arts organisations. However, the college does not offer a coordinated entitlement to undertake structured work placements in creative industries.
69. Learners receive satisfactory guidance and support. They benefit from regular tutorial support. Learners are given useful information about the college welfare and health services. Those learners with behavioral and additional learning needs who have assigned support workers receive effective support.

Leadership and management

70. Leadership and management are good. Good progress has been made to address key weaknesses identified in the last inspection through well-targeted quality initiatives. The improvement plan is carefully monitored. Lesson observation processes are rigorous. New resources have been acquired to support teaching and learning. Management information is used effectively to secure improvements. The self-assessment process is comprehensive and is supported by detailed information and clear data. Improvement plans are discussed and developed at course and departmental meetings.

Independent living and pre-vocational skills

Good: grade 2

Context

71. The college offers courses in independent living, leisure and vocational skills from pre-entry to entry level 3. At the time of the inspection, there were 138 learners on full- and part-time programmes, of whom 41 were aged 16-18. All full-time entry level courses have a vocational focus with most being in land-based studies.

STRENGTHS

- high pass rates on full-time courses
- good teaching and learning
- good integration of literacy and numeracy into vocational learning
- strong leadership and effective management.

AREAS FOR IMPROVEMENT

- inadequate provision of external work experience placements
- insufficient use of ILT to support learners' learning.

Achievements and standards

72. Achievements are good with high pass rates on full-time courses. Pass rates on part-time pre-entry courses are satisfactory. Retention rates are at national averages. Learners make good progress towards their learning goals in interpersonal, literacy, numeracy and work skills. Most learners work with a high degree of confidence and independence in lessons and are motivated to work to high standards. Success is celebrated and there are displays of learners' art work in classrooms and public areas of the college.

Quality of provision

73. Teaching and learning are good. There is a strong focus on the achievement of personal learning goals, accredited qualifications and progression to further learning or work. Enrolment on courses is based on extended assessment. Learners are happy on their courses and feel they have chosen well.

74. Practical lessons are taught well. Health and safety have a high priority. In animal care, learners show good awareness of personal and animal health and hygiene issues. Craft lessons involve the production of items that can be sold in the college shop. Teachers regularly check learning. Discussions are well led and tutors are careful to ensure that all learners can contribute effectively. ILT resources are insufficient to support learning in classrooms. Mobile data projectors and laptops are available for teaching, but their use is underdeveloped.

75. Assessment and monitoring of learners' progress are good. There is good integration of literacy and numeracy into vocational subjects. Individual learning plans are used effectively. Targets in learning plans are specific, reviewed weekly, and incorporated into lessons. Lesson plans show differentiation in activity for learners. Progression to higher-level courses from full-time courses is high, but is low to employment and voluntary or community service.
76. The range of courses and enrichment activities on full-time programmes is satisfactory. Work experience opportunities with external employers are not in place. Learners gain good practical experience through activities such as conservation work at a local country park and working on the college farm but this is insufficient to prepare them for working or volunteering in the wider community.
77. Guidance and support for learners are good. Good individual support for learners meets both personal and learning needs well. Learners with physical disabilities and/or learning difficulties are well supported.

Leadership and management

78. Leadership and management are good. Quality assurance arrangements are thorough. Good progress has been made to address the weaknesses from the last inspection. Effective action has been taken to improve poorly performing courses. The self-assessment report is accurate and robust. Communication within teams is good. Relevant staff development has taken place. All staff are appraised. There is good management of support assistants' activities by course leaders. Programmes have developed in line with the requirements of the Surrey Strategic Area Review.

Literacy, numeracy and ESOL

Satisfactory: grade 3

Context

79. Literacy, numeracy and ESOL courses from entry level to level 2 are offered at the college and local community venues. There are 233 ESOL and 39 literacy and numeracy learners studying on full- and part-time courses. In addition, 74 learners are studying GCSE mathematics and English. Most learners are adults. Additional learning support is an entitlement for learners on all courses and 127 learners received language, literacy or numeracy support in 2005/06.

STRENGTHS

- highly effective development of language, literacy and numeracy skills
- well planned teaching in ESOL
- good action to improve the quality of teaching.

AREAS FOR IMPROVEMENT

- low retention rates on adult literacy, numeracy, and accredited ESOL courses
- insufficient setting of individual learning targets and use of individual learning plans
- insufficient use of initial and diagnostic outcomes to inform teaching and learning.

Achievements and standards

80. Achievements are satisfactory. The number of learners successfully gaining qualifications on literacy and numeracy courses has improved over the last three years. In lessons, learners develop language, literacy and numeracy skills very effectively. They acquire new skills, build their confidence, and apply themselves enthusiastically. Learners' written work is satisfactory. Retention rates are low in adult literacy, numeracy and ESOL and the college has recognised this as an area for improvement. Attendance is satisfactory, but is low on ESOL courses.

Quality of provision

81. Teaching and learning are satisfactory. In the better lessons, tutors set relevant and challenging tasks, support learners well and provide good opportunities to develop skills. A range of good resources and materials, including ICT, is used well to promote learning.
82. Lesson plans in ESOL are detailed and thorough and include planning for the needs of learners with a range of different skill levels. Aims and outcomes are clearly expressed and well paced teaching allows for the use of a range of methods and activities. However, in some lessons teaching does not meet sufficiently the abilities of individual learners.

83. The assessment and the monitoring of learners' progress are satisfactory. Learners benefit from regular checks and reviews. However, targets are not specific enough to address identified individual needs. Individual learning plans are not consistently used and are rarely used with learners in lessons.
84. The range of programmes and activities offered to meet the needs and interests of literacy, numeracy and ESOL learners is satisfactory. Opportunities for learners to study on a flexible basis in the skills centre have enhanced their learning experience.
85. Guidance and support are satisfactory. The number of learners who receive literacy, numeracy and language support has increased markedly. Initial assessment at the start of the year identifies learning support needs. However, insufficient use is made of the diagnostic outcomes to inform teaching and support sessions systematically.

Leadership and management

86. Leadership and management are satisfactory. Managers have taken effective action to improve the quality of teaching. Staff have benefited from the support of advanced practitioners and mentoring as well as an extensive range of professional development. Managers have made improvements to communication and sharing of good practice. This has had a positive impact on improving the quality of teaching. Good progress has been made in addressing the weaknesses identified at the last inspection. The self-assessment report is accurate with a good analysis of the strengths and weaknesses in each area.

Business administration and accounting

Satisfactory: grade 3

Context

87. There are 89 full-time learners taking business qualifications at levels 1, 2 and 3, most of whom are aged 16-18. About 140 mainly adult learners are studying NVQ levels 2, 3 and 4 in accounting on a part-time basis.

STRENGTHS

- high success rates on levels 3 and 4 accounting courses
- very good support for learners with additional needs
- good management actions to improve teaching and learning.

AREAS FOR IMPROVEMENT

- insufficient range of courses
- insufficient opportunities for work experience.

Achievements and standards

88. Achievements are satisfactory and have improved since the last inspection. Success rates on levels 3 and 4 accounting courses are high. Pass rates are very high and well above the national averages. Success rates on full-time business courses are satisfactory. Learners develop appropriate practical skills, which they use effectively. They show good understanding of business terms and structures and discuss them confidently in lessons.

Quality of provision

89. Teaching and learning are satisfactory. Teachers use information and learning technology well to enhance lessons. This addresses a key weakness identified at the previous inspection. Many lessons are broken down well into distinct activities that keep learners' attention. Teaching in workshops is satisfactory. Teachers use details of initial assessments and previous examination results to plan individual learning to meet learners' needs and abilities.
90. There is an insufficient range and variety of courses available to meet the needs of learners and local employers. Only three full-time business courses, three part-time NVQ accounting courses and a part-time book-keeping course are available.
91. There are insufficient opportunities for full-time learners to gain work experience, which was identified as a weakness at the previous inspection. Last year no diploma learners undertook work experience as part of their programme. The college is building links with employers through the Chamber of Trade and inviting employers to the college. Learners benefit from good

enrichment opportunities including text processing qualifications and regular guest speakers and visits.

92. Learners with additional needs receive good support. Tutors use detailed information about learning needs, initial assessments and work completed to review progress and set targets for learning. Tutors and support workers liaise well to share information about learners. Specialist help for literacy and numeracy is available in study skills workshops.

Leadership and management

93. Leadership and management are good. Managers have taken effective action to rectify weaknesses. A rigorous programme of teaching observations is in place which has contributed to raising the standard of teaching. Weekly team meetings are effective in improving communication. Managers have accurate data and use them effectively to monitor and evaluate provision. Classrooms have new computing equipment and teaching resources. Staff have a professional and organised approach to the management of provision and support for learners. The self-assessment report is thorough and accurate.

Learners' achievements

Table 1

Success rates on mainstream level 1 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	326	62.6	60.3	2.3	2,122	55.9	59.1	-3.2
	04/05	576	64.6	64.2	0.4	3,238	51.5	61.6	-10.1
	05/06	362	66.0			1734	49.0		
GNVQs and precursors	03/04	26	84.6	65.1	19.5	2	100.0	52.3	47.7
	04/05	40	72.5	67.9	4.6	3	100.0	58.1	41.9
	05/06	16	88.0			1	100		
NVQs	03/04	16	81.3	61.0	20.3	27	0.0	62.3	-62.3
	04/05	19	84.2	67.2	17.0	34	23.5	66.9	-43.4
	05/06	21	76.0			4	100		
Other	03/04	284	59.5	60.0	-0.5	2,093	56.6	59.0	-2.4
	04/05	517	63.2	63.6	-0.4	3,201	51.7	61.4	-9.7
	05/06	325	64.0			1,729	49.0		

Table 2

Success rates on mainstream level 2 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	755	48.6	56.3	-7.7	962	58.5	53.6	4.9
	04/05	807	56.1	60.9	-4.8	1,590	53.7	59.5	-5.8
	05/06	662	70			1,125	65.0		
GCSEs	03/04	90	71.1	61.3	9.8	12	75.0	58.8	16.2
	04/05	119	69.7	64.1	5.6	16	93.8	62.3	31.5
	05/06	62	69.0			30	93.0		
GNVQs and precursors	03/04	148	53.4	63.0	-9.6	4	50.0	56.6	-6.6
	04/05	80	60.0	66.8	-6.8	4	50.0	70.4	-20.4
	05/06	47	64.0			4	50.0		
NVQs	03/04	119	45.4	51.9	-6.5	189	57.1	53.5	3.6
	04/05	81	59.3	57.0	2.3	265	51.7	59.6	-7.9
	05/06	58	74.0			94	62.0		
Other	03/04	398	42.7	54.1	-11.4	757	58.7	52.7	6.0
	04/05	527	52.0	60.1	-8.1	1,305	53.6	58.8	-5.2
	05/06	495	71.0			997	64.0		

Table 3

Success rates on mainstream level 3 qualifications, by qualification type, expected end year and age, 2004 to 2006, 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	03/04	1,151	52.1	64.1	-12.0	768	36.3	53.5	-17.2
	04/05	1,159	58.9	67.5	-8.6	716	39.4	57.3	-17.9
	05/06	942	65.0			399	58.0		
A/A2 Levels	03/04	190	76.8	83.8	-7.0	24	87.5	65.5	22.0
	04/05	168	89.3	85.6	3.7	27	66.7	69.1	-2.4
	05/06	123	92.0			8	100		
AS Levels	03/04	539	46.6	62.9	-16.3	29	62.1	49.6	12.5
	04/05	558	57.3	65.5	-8.2	24	50.0	52.2	-2.2
	05/06	353	60			4	25		
GNVQs and precursors	03/04	123	48.8	52.4	-3.6	15	60.0	43.5	16.5
	04/05	100	51.0	60.2	-9.2	14	50.0	52.9	-2.9
	05/06	40	70.0			6	83.0		
NVQs	03/04	7	57.1	53.7	3.4	113	50.4	47.0	3.4
	04/05	5	40.0	62.4	-22.4	117	49.6	53.9	-4.3
	05/06	40	73.0			70	50		
Other	03/04	292	47.6	56.3	-8.7	587	29.6	55.7	-26.1
	04/05	328	48.8	60.0	-11.2	534	35.0	58.3	-23.3
	05/06	386	59			311	59		

Table 4

Success rates on work-based learning programmes managed by the college 2003/04 to 2005/06

a) Overall success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	26	4%	32%	50%	47%
	Advanced	5	0%	31%	60%	48%
2004/05	Apprenticeship	70	10%	38%	40%	50%
	Advanced	12	17%	34%	50%	48%
2005/06+	Apprenticeship	70	40%	53%	39%	57%
	Advanced	4	0%	44%	0%	53%

* 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'

+ LSC non-validated data

b) Timely success rate

End Year	Apprenticeship Programme	Number of Learners *	College Framework rate **	National rate **	College NVQ rate **	National rate **
2003/04	Apprenticeship	19	0%	16%	53%	24%
	Advanced	3	0%	19%	33%	30%
2004/05	Apprenticeship	92	2%	21%	25%	29%
	Advanced	13	15%	21%	46%	31%
2005/06+	Apprenticeship	77	23%	32%	25%	36%
	Advanced	5	0%	28%	0%	33%

* 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'

+ LSC non-validated data