



Hertford Regional College

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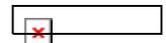
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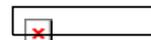
Basic information about the college



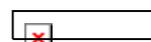
Name of college:	Hertford Regional College
Type of college:	General Further Education
Principal:	Paul Harvey
Address of college:	Scotts Road Ware Hertfordshire SG12 9JF
Telephone number:	01992 411 400
Fax number:	01992 411 885
Chair of governors:	Mark Wheatley

Unique reference number: 130722
Name of reporting inspector: Christine Langton HMI
Dates of inspection: 20-24 May 2002

Part A: Summary



Information about the college

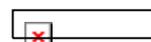


Hertford Regional College is a general college of further education (FE) located on two major sites in East Hertfordshire, Ware and Broxbourne. It also has an annex at Bishop Stortford and learning centres at Waltham Cross and Hoddesdon. It provides courses at more than 60 other sites across East Hertfordshire. The catchment area of the Broxbourne Centre is primarily South-East Hertfordshire and adjacent areas of Greater London and Essex. The Ware Centre's catchment area includes Ware, Hertford, Bishop's Stortford and an area extending to the Cambridgeshire border in the north, to Essex in the east and towards London boroughs in the south. The college has over 200 full-time teachers, approximately 275 part-time teachers and about 250 administrative and support staff. There are approximately 950 staff on the college payroll. The college's budget is approximately £17 million a year. The college is category A in terms of its financial health. For the academic year 2001/02, the college expects to process in the region of 700,000 units of learning activity.

The college has over 16,000 students, 3,500 of whom are full time. There are also some 80 students aged 14 to 16 who have been excluded from school. The college provides a wide range of courses from foundation to advanced level in all but one of the 14 areas of learning funded by the Learning and Skills Council (LSC). It also runs a range of higher education (HE) programmes in collaboration with the University of Hertfordshire, Middlesex University and the University of Greenwich. It manages and provides work-based learning in hospitality and catering, hairdressing, business administration and accounting and construction and engineering and motor vehicle. Most of the employment opportunities in the county are provided by small employers, but there are some large national employers in pharmaceuticals and retail distribution. The unemployment rate for Hertfordshire in May 2002 was 1.5%. The unemployment rate is higher in the Broxbourne district and is the highest in the county. The educational achievement of school-leavers in the area is high. The proportion of 16 year olds in the Broxbourne district who stay on in full-time education is well above the national average.

The new principal took up post at the beginning of April 2002, seven weeks before the inspection. The senior management team consists of four directors of study, who head up the four faculties, four functional directors and the principal.

How effective is the college?



Overall, the quality of provision is not adequate to meet the reasonable needs of the students who

curriculum areas inspected, satisfactory in eight and unsatisfactory in five. Leadership and management are unsatisfactory. The college's key strengths and the areas that should be improved are listed below:

Key strengths

- good personal and pastoral support for students
- wide range of courses and progression routes
- strong partnership links
- extensive community provision.

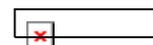
What should be improved

- unsatisfactory management
- unsatisfactory provision in five curriculum areas
- some low retention and pass rates
- teaching on some courses
- some aspects of quality assurance
- use of management information
- some accommodation and teaching resources

- work-based learning.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

Quality of provision in curriculum and occupational areas

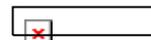


The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: Outstanding (grade 1), Good (2), Satisfactory (3), Unsatisfactory (4), Very Poor (5).

Area	Overall judgements about provision, and comment
Science and mathematics	Unsatisfactory. Retention rates on most courses are high, but pass rates are low. There is much unsatisfactory teaching. Revision programmes lack sufficient planning. Action planning for improvement by staff teams is inadequate. There is poor management of the Advanced Vocational Certificate of Education (AVCE) science course. Individual students receive good support.
Construction and electrical installation	Satisfactory. There is good teaching in practical lessons. Learning materials are good. Teachers make good use of information technology (IT). Retention and pass rates on many courses are low. Few modern apprentices meet all the requirements of their apprenticeship framework.
Engineering and motor vehicle	Unsatisfactory. Individual students receive good tuition and training in practical and some theory lessons. Many motor vehicle students progress to employment. Prospective students receive inadequate initial guidance on courses. Retention and pass rates are low on many programmes. Management of some programmes is poor.
Business administration and professional	Satisfactory. The pass rate is high on professional courses and on level 2 and 3 business courses. Individual students receive good tutorial support. Much teaching is uninspiring. There are low and declining pass rates on level 1 courses. Pass rates are unsatisfactory on work-based learning programmes.
Computing and information technology	Satisfactory. There is a wide range of courses and progression routes. Retention rates on most courses are high. Pass rates on General National Vocational Qualification (GNVQ) courses are high. Pass rates on computer literacy and information technology (CLAIT), General Certificate of Secondary Education (GCSE) IT and Integrated Business Technology stage 2 (IBT 2) are low. There is much poor teaching. Some aspects of curriculum management are unsatisfactory.
Hospitality and catering	Satisfactory. Links with industry are good. Teaching on the AVCE course is well planned. Learning and pastoral support are effective. Retention and pass rates on National Vocational Qualification (NVQ) level 2 are high. Most lessons are not sufficiently demanding. Work-

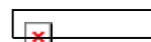
	based learning programmes for modern apprentices are poorly managed. Assessment of modern apprentices is not carried out well.
Sports, leisure, travel and public services	Good. There are good pass and retention rates on most courses. On the GNVQ foundation course, however, the pass rate is low. Many teachers are enthusiastic and they motivate students to learn. Some lessons on the GNVQ foundation course are poorly planned. Many students progress to appropriate employment. There is only a narrow range of provision at entry level and level 1.
Hairdressing and beauty therapy	Satisfactory. Most teaching is good or better. There are high retention rates on most courses. Pass rates are high on NVQ hairdressing courses at level 1 and on short courses, but they are low on NVQ courses at levels 2 and 3. Learners have good work placements. Few apprentices meet all the requirements of their apprenticeship framework.
Health and social care	Satisfactory. There is good support for individual students. Pass rates are high on NVQ programmes, but low on most childcare courses. Provision meets the needs of students and employers.
Media and performing arts	Unsatisfactory. Much teaching is uninspiring. Retention and pass rates are low on performing arts courses. Students benefit from good information and communications technology (ICT) resources and a well-equipped television studio. Some accommodation is poor and unsuitable. Quality assurance arrangements are unsatisfactory.
Art, design and fashion	Good. There are high pass rates on most courses. Much teaching is good. Support and guidance for students are good. Many students progress to HE and employment. There is a good range of workshops and specialist equipment. Pass rates are low on General Certificate of Education Advanced-level (GCE A-level) courses. Key skills are not taught as an integral part of some courses.
Humanities	Unsatisfactory. Pass rates are consistently low. There is much unsatisfactory teaching. Many students do not attend regularly. There are high retention rates on GCSE courses. Individual students receive good support.
English, modern foreign languages and English as a foreign language	Satisfactory. Much teaching is good. Pass rates for adult students are high. There is good provision for students of English as a foreign language (EFL). Students receive effective support. Pass rates for students aged 16 to 18 on GCSE courses are low. Pass rates in GCE A-level English are low. GCSE provision is poorly managed.
Provision for students with learning difficulties and/or disabilities	Unsatisfactory. There are productive links with special schools and local agencies. Students receive good personal support. Much teaching is unsatisfactory. Individual learning plans are not used well. There is insufficient monitoring of students' progress. Students are not given sufficient encouragement to use the college's recreational facilities and take part in college events.
Literacy, numeracy and English for speakers of other languages	Satisfactory. There is effective initial assessment. Individual learning plans are used well. Provision meets the needs of adult students. There is good work-based provision. Pass rates in literacy and numeracy are consistently low. The Life Skills programme is weak. There are insufficient links between staff who teach on basic skills courses and staff who give students help with basic skills as a part of their mainstream course.

How well is the college led and managed?



Leadership and management are unsatisfactory. Overall, the quality of provision is not adequate to meet the reasonable needs of all the students who use the college. Managers have not ensured that all students benefit from provision that is consistently good. In a third of the areas inspected, provision was judged to be unsatisfactory. Although retention rates have risen on courses at most levels, pass rates have been consistently low for students aged 16 to 18 on courses at levels 1 and 2. In 2001, the overall pass rate on level 3 courses fell to below the national average. The retention rate for adult students has risen and is now high. The pass rates for adults on courses at levels 1 and 3, however, are low. The quality assurance process is inadequate. Insufficient action has been taken to improve teaching. Only 55% of lessons observed by inspectors were judged to be good or better compared with 62% at the last inspection.

To what extent is the college educationally and socially inclusive?



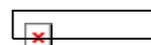
The college is educationally and socially inclusive. It offers a wide range of extensive provision to meet the needs of the local community. The number of adults recruited in the last four years has more than doubled. Since the opening of outreach centres, where students may obtain help and guidance and participate in online learning, there has been a significant increase in enrolments of persons from groups which have been under-represented in the college. There is a wide range of community-based recreational programmes. Other successful initiatives for widening participation are courses for 14 to 17 year olds who have become disenchanted with learning at their school, and for students with learning difficulties and/or disabilities. Students with learning difficulties and/or disabilities are not given help and encouragement to make full use of the college's recreational facilities and take part in college events. They remain at the margins of college life. In a few curriculum areas, there are few courses at entry level and level 1. On work-based learning programmes, there is insufficient promotion of equal opportunities in the workplace.

How well are students and trainees guided and supported?



There is good personal and pastoral support for individual students. There are appropriate arrangements for giving prospective students pre-enrolment advice and guidance. Some students, however, are not placed on the course most suitable for them. The quality of tutorial support varies considerably and in some instances, it is poor. Procedures for addressing students' lack of punctuality and poor attendance are inadequate. Students benefit from good personal, welfare and financial support. The additional learning support students receive to help them improve their skills of literacy and numeracy is effective when it is an integral part of their main programme of study. When students receive such support from their tutor separately and on a one-to-one basis, it does not always meet their individual needs. Some individual learning plans are vague and students are unsure what they need to do to improve their performance. There is good specialist support for students with learning difficulties and/or disabilities.

Students' views of the college



Students' views about the college were taken into account and a summary of their main comments is presented below:

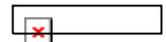
What students like about the college

- friendly and supportive staff
- library facilities
- student support services
- good leisure and recreational facilities.

What they feel could be improved

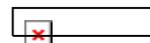
- the canteen in terms of its menu and high prices
- toilets
- parking
- lifts on the Ware site.

Other information



The college inspection report will normally be published 12 working weeks after the inspection. Once published, the college has two months in which to prepare its post inspection action plan and submit it to the local Learning and Skills Council (LLSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the LLSC. The LLSC is responsible for ensuring that the Office for Standards in Education (OFSTED) receives the college's post inspection action plan within the stipulated two months.

Part B: The college as a whole



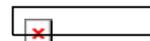
Summary of grades awarded to teaching and learning by inspectors

Aspect & learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	50	41	9
19+ and WBL*	66	25	9
Learning 16-18	48	39	13
19+ and WBL*	65	30	5

Key: The range of grades includes: Excellent (Grade 1), Very Good (Grade 2), Good (Grade 3), Satisfactory (Grade 4), Unsatisfactory (Grade 5), Poor (Grade 6) and Very Poor (Grade 7).

* work-based learning

Achievement and standards



1. The college has recruited an increasing number of school-leavers and adults to courses at levels 1, 2 and 3 in the last four years. The number of school-leavers recruited to level 1 courses has more than doubled, and the number of adults on level 2 courses have almost doubled in that time. There are more adults than students aged 16 to 18 on courses at all levels and in the case of level 1 courses there are more than twice as many adults.

2. The overall retention rate on level 1 courses has been consistently high and above the average for FE colleges for the last four years. The retention rate for students aged 16 to 18 on courses at levels 2 and 3 has risen slowly in each of the last four years, and then exceeded it in 2000, the last year for which comparative data are available. Pass rates for students aged 16 to 18 on courses at levels 1 and 2 have been consistently low for the last two years. At level 3, pass rates have been close to the national average for several years, but were low in 2001.

3. The retention rates for adult students on level 2 courses have risen and are now high. Retention rates on level 3 courses have been more variable, but rose in 2001 and are now good. On level 1 courses, the pass rates for adult students have fluctuated widely and were low in 2001. On level 2 courses, pass rates have risen to about the national average, but on level 3 courses they are poor.

4. The college is a large provider of work-based learning courses for about 450 trainees. Pass rates for these learners are low. The overall retention rate on these programmes fell to 68% in 2001 and only 23% of those who enrolled achieved their target qualification. On many programmes no trainee has successfully completed a training programme in the target time.

16-18 year olds

5. The retention rate for students aged 16 to 18 on GCSE courses in 2000 was 82%, but only 11% of those who completed their course achieved a grade at C or above. The two most popular GCSE subjects are mathematics and English. Retention rates for students aged 16 to 18 on these subject courses are high and above the national average. In 2000, the proportions of students who achieved grade C or above in GCSE mathematics and English were only 7% and 15%, respectively. Three quarters of those who began a GCE A-level course completed it and 59% were successful. The most popular science GCE A levels are mathematics and biology, but both of these recruit fewer than 30 students. Retention rates on both courses are similar to the national average, but pass rates are below it. Many more students enrol on GCE A-level courses in the humanities and of these, English and psychology are the most popular. Retention and pass rates on both these courses are at or near the national average.

6. GNVQ intermediate courses are offered in several vocational areas. The overall retention rates on these courses were above the national average in 2000 in all areas except business studies, but pass rates were more variable. They were above the national average on IT and leisure and tourism courses, but below it on business and media courses. GNVQ advanced courses are offered in most vocational areas. The largest number of advanced GNVQ students are enrolled on the programmes in business, art and design, IT and leisure and tourism courses. Retention and pass rates on these programmes are also good and, in 2000, they were above the national average on business, IT and art and design courses. Retention and pass rates were lowest, and considerably below the national average, on the GNVQ health and care course at advanced level.

7. Increasingly, students aged 16 to 18 are enrolling on Business Technology Education Council (BTEC) national diploma as an alternative to GNVQ programmes in most curriculum areas. In 2000, retention and pass rates on most national diploma programmes, except those in engineering and performing arts, were above the national average.

Adult learners

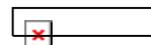
8. The number of adult students on GCE A-level courses is about the same as that for students aged 16 to 18. Compared with students aged 16 to 18, however, there is a greater variation in students' choice of subjects from year to year. In 2000, the most popular GCE A-level science subject was human biology. On the GCE A-level human biology course, the retention rate was 81% and above the national average, but the pass rate of 38% was well below it. Similarly, on business management courses, retention rates were above, and the pass rates below, the national average. On the GCE A-level English literature course in 2000, although the retention rate was good, no one passed the examination. Larger numbers of adults enrol on GCSE courses. The most popular are English, mathematics, human biology and those in modern foreign languages. In 2000, only 6% and 15% of adults achieved grade C or above in GCSE English and human biology, respectively. Pass rates in GCSE English are higher, but still well below the national average. Pass rates are much higher than the national average in most modern foreign languages.

9. Large numbers of adults enrol on introductory courses in IT. Most retention and pass rates on these courses are high. More than 700 adults enrolled on City and Guilds IT modules in 2000 and the overall pass rate of 94% for these was well above the national average. Pass rates on most other IT courses are also above the national average.

10. Many adults attend vocational courses to enhance their employability or career prospects. They attend a wide range of courses in vocational areas including those in the building trades, engineering, business, hairdressing, childcare and art and design. Retention and pass rates on these courses are variable, but in many instances, the pass rate is below the national average.

11. The college offers courses leading to numerous teaching qualifications and for those who carry out assessment and the internal verification of assessment for vocational qualifications. Retention and pass rates on these courses are high.

Quality of education and training



12. Teaching, learning and attainment were graded by inspectors in 304 sessions. They judged that teaching was good or better in 55% of these, satisfactory in 35% and unsatisfactory in 10%. At the last inspection, which was carried out by the inspectorate of the former Further Education Funding Council, 62% of lessons were graded good or outstanding and only 4% judged to be less than satisfactory. There is much unsatisfactory teaching that is uninspiring and does not motivate students effectively. The quality of teaching and the effectiveness of learning vary between, and within, curriculum areas. The best teaching was on art and design and leisure, tourism and public services. Overall, the teaching of adults was better than the teaching of students aged 16 to 18. The teaching of literacy, numeracy and English for speakers of other languages (ESOL) is particularly responsive to adults' needs and aspirations. The weakest teaching for students with learning difficulties and/or disabilities was by part-time teachers.

13. In the better lessons, teaching is well planned. Teachers are enthusiastic and lively and they are able to motivate the students and get them interested in the subject being studied. They explain clearly to the students what is expected of them. Learning activities are well organised and often adapted to suit the aptitude of the individual students. Teachers check regularly to ensure that all students understand what they are being taught. Good use is made of adult students' experience. Theory is taught well and teachers draw effectively on students' work experience to make lessons relevant.

14. The less effective lessons are poorly planned. Revision programmes often lack sufficient planning. Teachers do not explain clearly to students what is expected of them and the students are confused about what they are supposed to do and learn. The lessons are dull, the pace is too slow, and the students quickly lose interest. In many lessons, the teacher talks too much, does not ask the students questions or engage them in discussion. In these lessons, students are not motivated to think concepts through, develop their own skills to the full and learn for themselves. Activities are not sufficiently differentiated in terms of difficulty to ensure they are demanding enough for every student in the class. Teachers do not make regular checks to make sure that all the students understand what is being taught. The college's quality assurance arrangements do not give sufficient priority to evaluating and the effectiveness of improving teaching and learning and ensuring that poor practice is addressed and good practice is shared.

15. The college has two campuses at Ware and Broxbourne, respectively. It also leases three small centres, two of which it shares with other organisations, and rents rooms for teaching in some 60 community sites. Both main campuses have a mix of small buildings of varying age and condition. At Ware, the oldest building is a Georgian grade II* listed building. This does not provide good teaching or office accommodation and fire regulations prevent the second and third floors of this building from being used. Most other buildings are about 35 years old. Some buildings are located on steeply sloping ground making access to them difficult for people with restricted mobility. None of the buildings has a lift. In some buildings, teaching rooms have been divided by partitions to create more space. The partitions do not provide any form of sound insulation, however, and lessons in one room are sometimes disturbed by noise from the class next door.

16. Most buildings at Broxbourne were built in the mid-1960s. All but one of these has a lift providing access to all floors. The building in which science and general education courses are taught is not easily accessible to students with restricted mobility. There are gradually sloping pathways to all buildings. Some temporary wooden buildings of poor quality are used for teaching and administration. These do not have good sound insulation and the noise from the nearby main road proves extremely distracting to classes using them.

17. The internal decoration of most buildings is good, although some performing arts accommodation is in a poor decorative state. Most rooms are carpeted, contain good furniture and

provide a good learning environment. The college reception areas are attractive and inviting. Some rooms, especially those equipped with computers, are uncomfortably hot. Fans have been installed in some computing rooms, but have little effect. There are good refectory, social areas and recreational facilities at both sites.

18. Most teachers are well qualified and suitably experienced. However, about 10% of teachers do not have a teaching qualification. The college has set itself a target that by 2004 all teachers on the staff will have a teaching qualification. The college provides a teacher-training course and this is well attended. About a quarter of all lessons are taught by about 275 hourly paid, part-time staff. Fewer than half of these are qualified teachers, although many of them bring up-to-date specialist experience to the classroom. All teachers who act as assessors and internal verifiers on vocational programmes have, or are working towards, the required qualifications.

19. All staff are appraised each year. Appraisal includes a review of the work staff have carried over the year and focuses on their training needs. The college has started to appraise part-time teachers, but only a small number have so far been through the appraisal process. Part-time staff are entitled to the same staff-development opportunities as full-time staff. Staff have benefited from staff-development activities which have helped them to further their knowledge and improve their skills. Staff have also been able to update their vocational skills with short periods of work experience.

20. The college has a high turnover of teachers. It experiences difficulty in recruiting teachers for some subjects including science and mathematics, basic skills and IT despite offering inducements for teachers of shortage subjects.

21. The college has a wide range of specialist equipment appropriate for the vocational courses offered. It has a good number of computers for use by staff and students. There are 1,350 networked computers, of which 420 are for staff and 930 are for students, giving a high ratio of computers to teachers and students, respectively. The computers are not always maintained effectively. The college does not have enough data projectors to enable it to implement its information and learning strategy fully. Most other specialist resources are good. Some equipment used on hairdressing and beauty therapy, and catering courses is old.

22. The college has an attractive, well-equipped library and learning resource centre at each campus. Each library has a wide range of textbooks, journals, videos, CD-ROMs and language tapes, and includes an open-access learning resource centre. A member of staff is always available to help students. The centres contain computers and some software. The college belongs to an association of all colleges in the county and the University of Hertfordshire, and members make their library facilities available to one another. Students of each college and the university share a common library catalogue, which they use easily, and they are able to borrow books and journals from any of the institutions in the group. There are also a few additional small resource centres on each campus. These are not under the control of the librarian, but their resources are catalogued on the libraries' database.

23. Most full-time students' progress is monitored through a tutorial and action-planning process that takes place regularly. Students are encouraged to identify their own progress on courses and set themselves targets. Students find tutorials helpful and supportive. Many of the targets students have to achieve, however, are imprecise. Much of the students' action planning is too general and insufficiently detailed and specific. Students are not set targets based on analysis of the value added to students' achievements through comparison of students' GCSE grades on entry to the college, with the results they obtain in their final examinations.

24. Students are set work regularly and, in the main, this is marked promptly. Most assessment of students' work is detailed and well managed and assessment records are detailed. Most teachers include comments when marking work in order to help students to improve it, but some do not.

25. Arrangements for the initial assessment of all full-time students and modern apprentices are satisfactory. Through initial assessment, the level of attainment in key skills and students' needs for additional learning support are identified. Overall assessment of the needs of students with learning

difficulties and/or disabilities is unsatisfactory. Initial assessment has not been extended to all part-time students. Many students also undertake assessment to find out which learning styles suit them best. The results of this are set out in a detailed printout which students discuss with their tutor during tutorials.

26. The internal verification system is good. Appropriate records are kept and constructive feedback is given to assessors. However, in some areas, there is very little or no evidence of internal verification in student portfolios. Staff in some areas have developed good methods of their own for monitoring students' progress following assessment. In other areas, however, staff rely solely on reports from the awarding bodies as a means of monitoring students' progress. Some work-based learners have not yet completed any of the elements that make up their programme and find it difficult to gauge the extent of their progress. There is no analysis of the performance of different groups of learners to be used to guide course and programme development.

27. Parents of students aged 16 to 18 are kept well informed about their child's progress. They are sent regular written reports on their child's attendance and work and they are invited to parents' evenings. Employers are also kept informed about the progress of students who are their employees and they are told promptly if they fail to attend off-the-job training. Some work-based learners receive reviews of their progress in college rather than the workplace, and when this is the case, their employers are not kept systematically informed of their progress.

28. The college serves its community well with a wide range of programmes. There is extensive provision for students with learning difficulties and/or disabilities and a wide spread of community-based recreational programmes. HE courses are offered in a number of curriculum areas, in collaboration with three universities. Students are able to progress to HE courses in the college or elsewhere, or to appropriate employment. The college is a large provider of modern apprenticeship training, with modern apprentices in over 400 companies. Taster and link courses for school pupils are being extended through consortia of schools. There is good provision in EFL. The college's Ufi centres are proving successful in widening participation through online learning. The college enters into dialogue with local employers and community representatives and makes extensive use of labour market research in order to identify what new courses and programmes it should offer. Some of this research is specially commissioned. The college has taken specific action to widen participation. For example, it has established productive links with statutory and voluntary agencies, established a nursery for the children of students, and has timetabled courses to fit in with childcare arrangements of those students who are parents. Outreach centres, some of which are run through collaborative partnerships, are proving successful in widening participation significantly and they are attracting students from hard-to-reach groups. The college has been less successful in meeting the training needs of local businesses. The college's strategy for implementing Curriculum 2000 reforms was unsatisfactory in respect of the development of key skills and enrichment programmes. In a few programme areas, there is little provision at entry level and level 1.

29. Overall, arrangements for pre-enrolment advice and guidance are satisfactory. The college organises a range of open days, evening events, school advice sessions and visits to the college for parents. However, publicity and marketing materials do not reflect the diversity of the student body. For example, there are no leaflets specifically designed for people with literacy difficulties. All courses have clearly identified entry criteria. Applicants are interviewed and undergo course-specific assessment to find out which course is most appropriate for them. However, entry criteria are not always adhered to when recruiting students to some courses, such as those in engineering, construction and electrical installation, GCSE English, AVCE science and GCE A-level psychology. Many students are enrolled on courses that are wrong for them, or study at the wrong level. There is a well-structured induction programme for students.

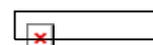
30. Staff provide students with good personal and pastoral support. Students value the individual help and attention they receive from staff, formally and informally. The tutorial system is not implemented consistently. The structure and frequency of tutorials vary across the college. All full-time students are assigned a personal tutor and have two hours of tutorial time each week. Some part-time students have tutors. Most students have useful tutorials regularly. Group tutorials, however, are not carried out well and many students do not find them worthwhile. Attendance at group tutorials is poor or students do not turn up for them on time and are not asked to explain why

they are late. Students' attendance and punctuality are not monitored systematically. The college works with the local Connexions service, but this does not always meet the needs of all the students. The Connexions service does not provide any student aged 16 to 18 who has learning difficulties and/or disabilities with a personal adviser. Procedures for dealing with students' absenteeism and lack of punctuality are not always effective. Staff do not identify and share good tutorial practice.

31. Students benefit from good personal, welfare and financial support which they value highly. There are two professionally qualified counsellors who use their time flexibly to meet the needs of students. A sexual health clinic is held each week at both sites. Both young people and adult students make good use of all the support services. Students receive help with transport costs. Childcare funds are used to place children in the college nursery, with childminders or local private nurseries. Students at both sites have access to a student centre where facilities are good and from which leisure and recreational activities are organised. Careers guidance is available as a group activity through the tutorial programme, or on an individual basis. The college works with the local Connexions service. Additional learning support is available to those students who were identified through initial assessment as having weak skills of literacy and numeracy.

32. Retention rates have risen on some courses after students on them have received additional learning support. For example, the retention rate has risen on the course leading to an NVQ in bricklaying at level 1. Some students themselves request additional support. Students receive effective additional help with literacy and numeracy when this is provided as an integral part of their vocational courses. There has been a shortage of appropriate staff who are able to provide additional learning support for students with learning difficulties and/or disabilities. Many targets on individual learning plans are vague and not specific to literacy, numeracy, language or study skills development. Most targets relate to assignments and coursework. One-to-one specialist support is offered to students with learning difficulties such as those with dyslexia, visual or hearing impairment, or who need language support. Since receiving additional learning support, some students have improved their skills and their motivation has increased. However, the support provided is not always effective or relevant to individual needs. There has been no systematic investigation into the effect of additional learning support on retention and pass rates. Little work has been done to analyse the impact of learning support on retention and pass rates.

Leadership and management



33. Leadership and management are unsatisfactory. Many weaknesses identified during the last inspection have not been addressed adequately. These weaknesses include: poor management information; no systematic course costing model; lack of a college strategy for ensuring value for money in all operations; inadequate arrangements for the corporation to review faculty and business support performance; no reliable system for assessing the quality of classroom practice and the ineffectiveness of quality assurance systems in leading to higher pass rates. Management of the curriculum in many areas fails to ensure that all courses are good and meet the needs of all learners effectively. Grades for lesson observations awarded by inspectors for teaching and learning were significantly below sector averages.

34. Most pass rates are below the national average and many significantly so. Most retention rate targets for courses at most levels have been met or exceeded, and are at or above the national average. However, attendance is poor. Both retention and pass rates on work-based learning programmes are low. The new principal is determined to rectify weaknesses and drive up standards.

35. Quality assurance is ineffective. The quality assurance system is cumbersome. Procedures for quality monitoring and control are not used consistently. There is insufficient rigour in course reviews. Action plans contain too few measurable targets. Insufficient priority is given to improving

the quality of teaching and the effectiveness of learning, and the implementation of specific strategies for raising pass rates. Action to improve provision is not carried out with enough urgency or rigour. Progress towards rectifying weaknesses is not monitored or evaluated effectively. The self-assessment report is insufficiently evaluative. Inspectors found many weaknesses that were not identified in the self-assessment report. Many judgements in the report are not substantiated by clear evidence. The grades given by the college for leadership and management, and for three of the curriculum areas inspected, were two grades higher than those awarded by the inspectors, and in the case of nine other curriculum areas, they were one grade higher. Management of work-based learning programmes is poor.

36. Promotion of equality of opportunity, and inclusiveness and celebration of diversity are important aspects of the college's mission. There has been some staff training on ways of promoting equal opportunities through the curriculum. Equality of opportunity was promoted effectively in lessons on health and social care courses. Criteria used in the college's lesson observation scheme do not cover the promotion of equal opportunities and respect for cultural diversity in the classroom. Marketing activity aims to increase the diversity of the student population. The opening of centres where students can obtain information and guidance, and participate in online learning in community locations has significantly increased participation by unemployed people. The proportion of students from minority ethnic groups is well over 4%, which is the proportion of persons from such groups in the local population. The college has begun to analyse the performance of students from particular groups, such as female students or those from ethnic backgrounds. Other initiatives for widening participation include provision for students with learning difficulties and disabilities and for young people aged 14 to 17 who have become disenchanted with school. The college dealt swiftly with an incidence of racial abuse and strengthened systems to prevent such a thing happening again. The college is taking action to ensure it complies with recent legislation related to race relations and the accessibility of premises to disabled persons. Insufficient encouragement, however, is given to students with learning difficulties and/or disabilities to help them make use of the college's facilities and participate fully in the life of the college. There is inadequate monitoring of the promotion of equal opportunities in workplaces of work-based learners.

37. The college has a history of sound financial performance. Managers, however, lack reliable data on the college's operations to help them in their planning of a balanced budget for the next year. Programme costing and operation reviews based on best value are not carried out systematically. The college is unable to determine comprehensively whether individual activities provide good value for money. There is inadequate risk analysis and contingency planning. Reserves have been earmarked to pay for a substantial capital development, but the costs of maintaining accommodation and making it more accessible to persons with restricted mobility have not been taken into account fully. The new principal has demonstrated his determination to take the necessary action to ensure the college's financial situation is sound.

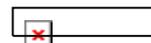
38. A scheme has been established for observing the lessons of full-time teachers and this has been welcomed by them. Findings from lesson observations are taken into account during staff appraisals. The training needs of staff are also identified through lesson observations and these are met through an extensive staff development programme. Staff development days are held when teachers discuss good practice and identify ways of improving provision, and these are complemented by a comprehensive programme of additional training events. Many of the grades awarded by the observers who took part in the college observation scheme, were significantly higher than the grades inspectors awarded for teaching, learning and students' attainment. Many hourly paid, part-time staff have not yet been observed or appraised. The college has not yet carried out any systematic investigation to find out whether the lesson observation scheme has led to better teaching and has helped students to learn more effectively. Inspectors found more poor teaching than the college did through its lesson observation scheme. There is insufficient formal, systematic identification and sharing of good practice. Most full-time and fractional teachers are provided with laptop computers and they are using information learning technology in their teaching. In its staff development plan, the college acknowledges that teachers must give greater priority to raising retention and pass rates. More reliable data to help staff plan ways of improving students' performance have become available only recently.

39. Management information is not used effectively to plan ways of improving provision. Although

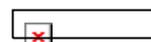
the quality of data has improved recently, there is widespread acknowledgement that the information service for managers and governors is inadequate. Managers say they do not have enough data to help them in their decision-making. Monitoring of students' attendance is not carried out with consistent thoroughness. The average attendance rate for the 304 lessons observed during inspection was 66%, which is significantly below the average for the sector and the figure of 78% at the last inspection. The average size of observed groups was 8.4. The new principal has already set out his requirements for more systematic and effective use of management information. He has made known his expectations for the improvement of provision.

40. Governors demonstrate a strong commitment to helping the college succeed. Many of them spend a significant amount of time on college business. They have a clear understanding of the college's mission in the local community. Between them, board members have an appropriate range of business and educational experience. Governors are fully involved in developing the college's community strategy. They are giving careful consideration to a major capital development. Governors are becoming more aware of low pass rates, including those on the first Curriculum 2000 courses. They are less aware of the poor performance of learners on work-based programmes. They acknowledge, however, that they have not been kept fully informed of pass rates. They have now requested reports on specific areas of work and on students' performance. They have set challenging targets for improvement. They also acknowledge that there has been little systematic comparison of the GCSE grades students held on entry to college, with their final examination results, in order to calculate the value added to students' achievements. Governors have not been kept fully informed of national averages and of how the college's performance compares with these.

Part C: Curriculum and occupational areas



Science and mathematics



Overall provision in this area is **unsatisfactory (grade 4)**

Strengths

- high retention rates on most courses
- good individual support for students.

Weaknesses

- low pass rates
- insufficient planning of revision programmes for students aged 16 to 18

- much unsatisfactory teaching
- inadequate action planning at team level
- poor management.

Scope of provision

41. The college offers a broad range of GCE A-level and GCE Advanced Subsidiary (GCE AS) courses in science and mathematics, GCSE mathematics, human biology and geology as well as a foundation GNVQ in science and a vocational science GCE A-level course. GCSE mathematics attracts the largest number of students, although applications fell to 300 in 2001. Most students are school-leavers wanting to improve on the results they gained at school and obtain at least a grade C. Also, the college offers one-year GCE A-level courses, again mainly for school-leavers who want to improve the grade they got at school in order to progress to HE or enhance their employment prospects. The most popular GCE A-level courses are those in biology, human biology and mathematics, but there are not more than 30 students on any of these. The GNVQ foundation in science did not recruit students in 2001.

Achievement and standards

42. Pass rates in sciences have been low and below the national average for the last three years. Pass rates in the new GCE AS examinations in 2001 were also low and the highest was 50% in biology. Retention rates on most GCE A-level science courses are high and, in 2001, they were above the national average. Retention rates on mathematics courses vary considerably from year to year. On GCSE courses, retention rates were above the national average in the last three years, but on GCE A-level courses, they fell by more than 10% in 2001 to well below the national average. The pass rates in GCSE mathematics is very poor and only 14% of those who complete the course obtain grade C or above. The pass rate is well below the national average on GCE A-level mathematics courses and the lowest rate is on the one-year course. In 2001, the pass rate on the GCE AS mathematics course was low at 14%.

A sample of retention and pass rates in science and mathematics, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GCSE mathematics	2	No. of starts	433	449	300
		% retention	70	75	70
		% pass rate	15	14	18
GCSE human biology	2	No. of starts	29	35	35
		% retention	86	97	97
		% pass rate	40	21	24
GCE A-level human biology (1 year)	3	No. of starts	17	21	16
		% retention	82	81	88

		% pass rate	57	47	50
GNVQ advanced science	3	No. of starts	12	11	7
		% retention	58	100	71
		% pass rate	29	100	20
GCE A-level physics (2 year)	3	No. of starts	13	11	6
		% retention	46	73	83
		% pass rate	100	57	50
GCE A-level chemistry (2 year)	3	No. of starts	9	12	9
		% retention	56	75	89
		% pass rate	60	63	50
GCE A-level mathematics (2 year)	3	No. of starts	24	22	13
		% retention	46	73	62
		% pass rate	71	69	60

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

43. Teaching was good in a little under half of the science and mathematics lessons observed and it was poor in a quarter of them. Overall, it was better for adult students than for students aged 16 to 18. Most lessons observed were revision lessons in which students were preparing to take external examinations. In many of the poor lessons, teachers had not planned a suitable revision programme and little learning took place. Often the pace was slow and students stopped paying attention. In some, the teachers' explanations were confused and the students failed to understand them. The teachers' questioning of the group was often poorly focused and did not help the students to make progress. Teachers had often decided the topic to be covered, but the students had not been given any preparatory work or revision examples to attempt before the lesson. The teacher did not address specific difficulties identified by individual students. The students contributed little to these lessons which failed to meet the needs of those who required help or those who were ready to make further progress. In some lessons, students spent the whole time on one activity that they clearly found dull and uninspiring and they learnt little from it. Attendance in these lessons was also poor. In one of the better lessons, students were carrying out revision for GCSE mathematics. This lesson was well structured. The teacher began by summarising key points about the topic studied previously. Various methods were employed to suit the differing abilities of students. These included the use of models, graphs, summaries on overhead transparencies, measurement and the careful questioning of individual students. This was followed by the students working on an exam question themselves. They responded well and carried out the calculations competently. This was a good lesson in which students' understanding and learning were good. This lesson was well attended.

44. Most marking of students' work is carried out well. The work is marked promptly and students are given some useful feedback on their performance. Good records are kept of students' marks and students' progress is monitored in one-to-one tutorials. However, there are no records to show that AVCE students' portfolio work was assessed in 2000/01 and the second-year portfolios of the same students had not been assessed by May 2002. The key skills requirements for this course had also not been met.

45. There are entry criteria for courses, but these are not always observed. Some students are accepted for courses when they have GCSE grades lower than those specified in the entry requirements.

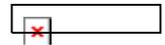
46. All science teachers were appointed at the beginning of the 2001/02 academic year. Some are experienced teachers and others are in their first year of teaching. The relationships between

teachers and students are good. Teachers capitalise on these good relationships and try to help the students learn more effectively, but many students make slow progress. Teachers provide students with additional help outside lessons. Resources for teaching mathematics and science are adequate. Equipment in laboratories is appropriate for the range and levels of courses taught, but some is ageing. The range of books and science periodicals in the library is good.

Leadership and management

47. The management of science and mathematics courses, including the new AVCE course, is poor. Managers have not complied with the college's requirement to complete a programme organisation file. Review and evaluation of courses are poor. Teams review achievement of targets for retention and pass rates. They set new targets, but do not develop structured action plans. Teachers do not take findings from analysis of value added to students' achievements into consideration when setting targets, including those for individual students.

Construction and electrical installation



Overall provision in this area is **satisfactory (grade 3)**

Contributory grade for work-based learning is **unsatisfactory (grade 4)**

Strengths

- good teaching for individual students in practical lessons
- good use of information learning technology in teaching
- effective use of good learning materials
- wide range of learning opportunities in the workplace
- effective use of assessment in the workplace on electrical installation programmes.

Weaknesses

- low retention and pass rates for many programmes

- some unsuitable resources for practical training
- inadequate observation of some health and safety regulations in workshops
- students lack of punctuality
- failure of many modern apprentices to complete their apprenticeship framework.

Scope of provision

48. The college offers a wide range of construction programmes mainly at NVQ level 2 and level 3 in brickwork, wood occupations, painting and decorating and electrical installation, and also an AVCE course in construction and the built environment. It offers a more limited range of courses at level 1 and there are no foundation level programmes. The college also provides courses for pupils in Year 10 and Year 11 who have been excluded from school. There are 606 construction students of whom 116 are full time, 263 are part time and 227 attend evening classes. Almost two thirds of construction students are aged 16 to 18; 150 adults are enrolled on work-based learning programmes managed by the college. The college also provides off-the-job training and assessment services for some local training providers.

Achievement and standards

49. Students enjoy the practical elements of their training and produce work of a high standard. They have the opportunity to develop and improve their skills working on projects at college and on community-based projects in, for example, schools where they repair and improve buildings. However, the retention rates of students on most construction craft courses are low. On most courses, fewer than half the students who enrolled in 2001 completed their studies and only about a half of those were successful in achieving their target qualification. On only the electrical inspection and testing course has the retention rate been high. In each of the last three years, all those who enrolled on this course completed their training programme, but only half gained their qualification. The proportion of successful apprentices on work-based learning programmes is also low. Of the 34 modern apprentices who started training between 1998 and 2000, only three have met all the requirements of their apprenticeship framework.

A sample of retention and pass rates in construction and electrical installation, 1998 to 2001

Qualification	Level	Completion year:	1999	2000	2001
NVQ bricklaying	2	No. of starts	93	96	41
		% retention	*	*	*
		% pass rate	*	*	*
NVQ wood occupations	2	No. of starts	152	111	87
		% retention	*	69	46

		% pass rate	*	30	45
NVQ painting and decorating	2	No. of starts	42	30	26
		% retention	*	*	*
		% pass rate	*	*	*
City and Guilds 2391 electrical inspection and testing	2	No. of starts	59	71	35
		% retention	100	100	100
		% pass rate	73	55	49
NVQ installing electrical systems	2	No. of starts	94	83	18
		% retention	*	*	*
		% pass rate	*	*	*
NVQ installing and commissioning	3	No. of starts	29	46	59
		% retention	*	*	*
		% pass rate	*	*	*

Source: ISR (1999 and 2000), college (2001).

* data unreliable

Quality of education and training

50. Teaching of both theory and practical lessons is well planned. Most construction students do not enjoy formal lessons but prefer instead to learn through practical work. In most lessons, teachers draw effectively on their own practical work experiences to illustrate the theory and principles being taught. Nevertheless, in many theory lessons the pace is slow and most students do not learn effectively. Teachers do not make sure all students are fully involved in learning activities and do not make regular checks on their understanding. Teaching in workshop sessions is mostly good. In many practical lessons, students working towards NVQs at different levels follow their own individual learning plan. Students' progress in the workshops is monitored and recorded using tracking grids that show when students have acquired specific skills. Students on the AVCE course have designed a bungalow to be built by other students at the college, and have acted as the design and build project team for the venture. Students are enthusiastic about the project and are excited to see their design being built by full-time students on construction craft courses. This project work has enabled the students to acquire good skills and provides them with valuable experience. However, some teachers do not pay sufficient attention to ensuring that good health and safety practices are followed in the workshops. For example, ladders were not always used properly. There were trip hazards, scaffold boards were not stacked safely and some students did not wear safety goggles when cutting bricks.

51. Assessment of students' assignments is carried out well. Students' work is marked carefully and teachers give good feedback to help students improve their performance. Work-based assessment is also carried out effectively. Assessors spent time with students, observing them carrying out specific tasks. They ask students searching questions and give them good feedback at the end of the assessment. Photographic evidence and witness testimony are also used in the assessment process. Work-based learners receive regular reviews of their progress, but these are not carried out well, or in sufficient depth. The target-setting process for work-based learners is inadequate. Work-based learners are not set clear targets that they have to achieve before their next progress review.

52. Training resources for construction students are mostly good. The main construction workshop is spacious. There are also good outside areas where learners can carry out practical activities under realistic working conditions. In some painting and decorating cubicles there is no natural light and the artificial light provided is inadequate. All practical teaching areas are easily accessible to

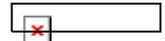
students who have restricted mobility. Work-based learners are employed by a range of companies who are able to provide them with good learning opportunities.

53. Students have good access to computers with an appropriate range of specialist programmes. Students are also encouraged to use the Internet to obtain industry-related information. Teachers communicate with students electronically and encourage them to return their completed assignments to them by e-mail. The college has a number of laptop computers and digital cameras which students can borrow to provide work for inclusion in their portfolios. Work-based learners use the computers to e-mail their work to their teachers at college. This work is marked and returned via e-mail.

Leadership and management

54. Leadership and management of construction courses have not been effective in raising retention and pass rates. Course reviews are insufficiently rigorous. Target setting and action planning for improvement are poor.

Engineering and motor vehicle



Overall provision in this area is **unsatisfactory (grade 4)**

Strengths

- good training for individual students in practical and some theory sessions
- success of many full-time motor vehicle students in gaining appropriate employment
- good access to IT resources for students and staff.

Weaknesses

- low retention and pass rates on many programmes
- inadequate initial guidance for many students
- slow progress by many students

- low attendance rate on many college programmes
- poor management of some programmes.

Scope of provision

55. The college offers a good range of engineering courses from NVQ level 1 to level 3 for full-time students. Students are able to attend a course in either electrical, electronic, mechanical, computer aided or motor vehicle engineering and there are good progression routes in most of these specialist areas. There are 14 students on the NVQ level 1 motor vehicle engineering course. This prepares them for a work-based apprenticeship when they study one day a week to obtain an NVQ at level 2. The college offers engineering computing courses at levels 1, 2 and 3. Students can progress from one level to the next. There are 45 students on the level 1, 27 on the level 2 and 33 on the level 3 computing courses. There are also 16 full-time students on the level 3 general engineering course. The college provides training and assessment for 75 work-based engineering trainees. Some 18 of these are advanced modern apprentices, 53 are foundation modern apprentices and there are 4 NVQ trainees. Almost half of the work-based students are working towards an NVQ in motor vehicle at level 2 and the remainder are following a general engineering course. Many of these trainees attend college on one day a week to achieve a mechanical or electrical engineering qualification at level 2 or 3. Most evening class students are adults who are working towards a welding or computer-aided engineering qualification.

Achievement and standards

56. There are low and declining retention rates on many college courses. Retention rates on the level 3 technician programmes are significantly below the national average. Pass rates on a significant number of courses are below the national average. The retention rate for part-time students on the evening computer-aided engineering programme is high. Many students working towards an NVQ take longer to achieve the qualification than staff expected. In the mechanical and motor vehicle workshops, students' work is of a good standard. Students make good use of computers with appropriate engineering software in their practical work. There are low retention and pass rates on work-based programmes. Between 1998 and 2000, a total of 46 advanced modern apprentices started the programme. Of these, three trainees have completed the apprenticeship framework and only nine remain in training. In the same period, 84 trainees started a foundation modern apprenticeship. So far only one of these has completed an apprenticeship and 27 remain in training.

A sample of retention and pass rates in engineering and motor vehicle, 1998 to 2001

Qualification	Level	Completion year:	1999	2000	2001
Repair and servicing of road vehicles	1	No. of starts	*	27	28
		% retention	*	67	57
		% pass rate	*	29	38
Computer-aided design (Auto CAD)	2	No. of starts	37	64	31
		% retention	92	84	94
		% pass rate	**	32	72
GNVQ advanced	3	No. of starts	10	9	13

engineering		% retention	36	67	77
		% pass rate	367	83	50
National diploma in engineering	3	No. of starts	*	18	19
		% retention	*	56	42
		% pass rate	*	50	63
National certificate in engineering	3	No. of starts	23	20	22
		% retention	70	45	36
		% pass rate	60	88	100

Source: ISR (1999 and 2000), college (2001).

* course did not run

** data unreliable

Quality of education and training

57. Teaching in most lessons is at least satisfactory. Teaching is much better in practical lessons than in theory lessons. There was unsatisfactory teaching in theory lessons. Many students have difficulty with the theoretical and mathematical aspects of engineering. Teachers' introductions to new theories are often too long and students do not maintain their concentration. Teachers fail to notice that some students have difficulty understanding what they are saying, but they continue regardless. The pace of theory lessons is often too fast and many students have difficulty keeping up. Most teachers fail to check that students understand the theory being taught. Although the college has specified minimum entry requirements for full-time courses, students are often allowed to enrol on courses for which they do not have requisite qualifications. Attendance at lessons is poor. On average only slightly more than half the number of students on the register attended the lessons inspected. The standard of students' work in practical sessions is good. Teachers take account of students' individual abilities. They help students who are finding the work difficult to make good progress, but set more demanding tasks for those who are able to tackle them. Teachers circulate around the room giving structured and constructive advice and guidance to individual students.

58. Work-based training is not well planned to ensure learners meet NVQ requirements and achieve key skills certification. Engineering workplace supervisors are not included in planning learners' training programmes and have little involvement with learners' assessment. Learners produce written reports on tasks completed at work, but they are not encouraged to seek guidance from their supervisors or get them to endorse evidence of their competence. Engineering trainees are not visited regularly at work by college assessors. Motor vehicle trainees receive visits from assessors at eight-week intervals. During these visits, trainees are sometimes assessed by direct observation of their work, but these assessments are not well structured. Assessors from the college keep motor vehicle supervisors informed about NVQ training and assessment.

59. Work-based learners receive progress reviews every 12 weeks from a member of the college's training unit, but many of these are not carried out in the presence of the trainees' supervisor. During their progress reviews, learners receive good pastoral support, but they are not set targets relating to their NVQ work or key skills, which they have to achieve before the next review.

60. There are inconsistencies in assessment practice. In many instances, students are not given clear guidance on what is expected of them in assignments and assessments and they are not shown the marking criteria. Teachers seldom provide students with clear written feedback on how they may improve their work.

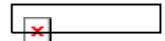
61. Teachers are well qualified and many have extensive industrial experience. Some teachers have had recent short-term secondment to industry as part of the staff development programme. There is a good range of equipment for most engineering courses, although some specialist

software is only available in some classrooms. Students benefit from an open-learning facility in the engineering area and this is available to them outside lessons. The library has a good range of engineering textbooks and periodicals.

Leadership and management

62. There is poor management of some engineering and work-based training programmes. Some programmes have not been well planned. Learners on one level 2 programme do not gather evidence in the workplace of their acquisition of NVQ competences. There has been slow progress in implementing an effective strategy for helping work-based learners acquire key skills certification. Insufficient attention has been given to setting targets for retention and pass rates. The self-assessment process is not thorough.

Business administration and professional



Overall provision in this area is **satisfactory (grade 3)**

Contributory grade for work-based learning is **unsatisfactory (grade 4)**

Strengths

- high pass rate on professional courses
- high pass rates on full-time business studies courses at levels 2 and 3
- good tutorial support for individual students.

Weaknesses

- uninspiring teaching
- low and declining pass rates on level 1 courses
- low pass rates on work-based learning programmes
- ineffective course reviews and target setting.

Scope of provision

63. The college provides GNVQ foundation, intermediate and AVCE business courses, and GCSE, GCE AS and A-level business studies and GCE AS accounts courses. There are 215 students aged 16 to 18 on full-time courses. The college also offers NVQ courses at levels 2 and 3 in administration and office technology, the Association of Accounting Technicians (AAT) courses at levels 2, 3 and 4, and the Association of Chartered Certified Accountants (ACCA) courses. These attract good numbers of mainly adult students. Courses in a range of secretarial skills are provided during the day and in the evening.

64. There are professional courses in marketing and management at levels 3 and 4, and in personnel at level 3. Courses leading to the further and adult education teaching certificate, certificate for teachers of students with specific learning difficulties, certificate in learning support and several training and development awards are taken by college staff as well as external students. There are currently 67 students on work-based learning programmes in accounting and administration.

Achievement and standards

65. Retention and pass rates on professional courses at levels 3 and 4 are high. The retention rate was 100% on many professional courses in 2000/01, and pass rates are consistently well above national average. On full-time business courses, there has been a decline in retention rates, but pass rates on GNVQ intermediate, AVCE and GCE A-level business studies courses were significantly higher than the national average in 2001. However, pass rates at foundation level are low and have been declining. Pass rates on the range of secretarial skills courses at level 1 have declined and are low. Students on professional courses are keen to succeed and demonstrate good attainment. Students on most courses produce good work for assessment. Full-time students develop good IT skills. Some full-time students have a poor record for punctuality and attendance. There are clear progression routes for students in most subject areas. Business students can progress from level 1 to HE, and a good proportion of GNVQ intermediate students go on to the AVCE course. Many students on accounting courses progress to further study or appropriate employment. For example, many students progress from courses at level 3 to those at level 4. A wide variety of employers are involved in work-based learning programmes and provide the range of work to enable learners to acquire the requisite NVQ competences. The majority offer learners employment after they obtain their qualification. A successful 'fast-track' NVQ level 2 administration programme has been introduced for work-based learners with appropriate qualifications.

66. Pass rates on work-based learning programmes are low. Half the learners who started work-based programmes in September 2000 have already left their course. During the last four years only 27 of the 148 learners who started work-based programmes have completed their NVQ and only 19 have met all the requirements of the modern apprenticeship framework.

A sample of retention and pass rates in business administration and professional, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GNVQ foundation business	1	No. of starts	15	13	13
		% retention	53	69	69
		% pass rate	50	22	11
Word processing	1	No. of starts	51	37	58
		% retention	94	81	96

		% pass rate	87	50	31
GNVQ intermediate business	2	No. of starts	36	14	31
		% retention	61	81	77
		% pass rate	81	57	88
AVCE business (and precursors)	3	No. of starts	73	46	64
		% retention	76	74	69
		% pass rate	85	94	93
GCE A-level business studies (part time)	3	No. of starts	35	46	56
		% retention	80	76	84
		% pass rate	46	60	34
AAT intermediate	3	No. of starts	61	52	45
		% retention	84	88	89
		% pass rate	31	67	70
Certificate in marketing	3	No. of starts	21	14	14
		% retention	100	86	100
		% pass rate	68	67	71

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

67. There are clear schemes of work and lessons plans. Most lesson plans specify broad learning objectives and outline a structural approach to the management of learning activities. Few plans, however, show how the teaching of key skills will be an integral part of lessons or how all the needs of students of different ability within the group will be met. There is some good teaching. In one lesson on the certificate in personnel practice course, students carried out a role-played exercise in which they carried out disciplinary interviews in a realistic manner. Two teachers gave detailed feedback to each student on his or her performance and graded students' performance against clear grading criteria. The students found the exercise an enjoyable and effective learning experience. In many lessons, however, the teaching is uninspiring and fails to interest students. In these lessons, the range of teaching methods is narrow and the teacher spends a disproportionate amount of time talking and giving explanations. The teacher does not ask the students sufficiently probing or demanding questions to check their understanding or encourage them to think more analytically. Many lessons are not lively enough. They lack a sense of urgency and students lose interest in them. In many lessons, there are students with a wide ability range, but teachers do not adjust the range of teaching methods they use to take account of this. At the end of lessons, some teachers summarise effectively what has been covered, but they rarely ask the students whether the planned learning objectives have been met. On the AVCE course, students learn key skills as an integral part of their work for the vocational units. On other courses, key skills are taught less effectively in separate lessons. Students on work-based learning programmes have not been adequately prepared for assessment in the key skills. On the GNVQ intermediate course, the timetabled day is long and many students fail to attend lessons regularly. Full-time students do not have work placements to enable them to put theory into practice in the workplace.

68. During induction full-time students are assessed to determine their learning support needs, but part-time students are not. Full-time students draw up individual learning plans identifying their learning goals. The plans specify targets for attendance, but not for performance or achievements. Assessment is carried out well. Assignments have strong vocational relevance. A good variety of appropriate assessment methods are used. Assessed work is returned promptly. While some teachers provide a clear indication of how students can improve their performance, comment on assessed work often lacks enough detail to be of much help to students.

69. There is good tutorial provision on full-time and part-time courses and students value the guidance and support they receive. Tutorials for part-time students are flexibly arranged to meet their needs and periodic reviews of the students' progress take place during them. All full-time students have regular, well-recorded progress reviews. Progress reviews for learners on work-based programmes are not carried out well. They are poorly recorded and action plans drawn up during the reviews are not specific enough. Poor attendance on some full-time courses has not been addressed effectively.

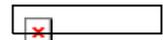
70. There is an enthusiastic and well-motivated core of permanent teachers, but there is a heavy reliance on hourly paid teachers. Permanent teachers are well qualified and several have had recent business experience. Through the staff development programme, teachers are able to gain business experience.

71. Classrooms have an appropriate range of teaching resources. Several rooms, however, are not suitable for their purpose. Some are too small for the classes using them and others are subject to a great deal of noise from outside which disturbs lessons. There is little display of students' work or course-related materials in classrooms. Students have good access to computers, but the college intranet is not used enough as a resource. The library and resources centres at both the main sites provide a good range of up-to-date business books and journals.

Leadership and management

72. Communication between staff within the school is good. Some courses are well managed. Procedures for evaluating their effectiveness include gathering feedback from students. Identified weaknesses on other courses, however, have not been addressed. Staff are not sufficiently self-critical. Target setting, action planning, and procedures for course reviews, are poor. The self-assessment process does not cover the quality of teaching and the effectiveness of learning with sufficient thoroughness and it does not lead to measures for improving students' attendance and raising retention and pass rates. There is poor co-ordination of on-the-job and off-the-job training on work-based learning programmes.

Computing and information technology



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- effectiveness of staff in meeting the needs of individual students
- wide range of courses and progression routes
- good retention rates on most courses
- good pass rates on GNVQ courses

- effective development and evaluation of the GNVQ and AVCE courses.

Weaknesses

- low pass rates on CLAIT, GCSE IT and IBT 2 courses
- much poor teaching
- some inadequate resources
- unsatisfactory aspects of curriculum management
- current inadequacy of the intranet as a learning resource.

Scope of provision

73. The college provides a wide variety of computing and IT courses to meet the requirements of a broad range of full-time and part-time students. There are full-time courses leading to GNVQ foundation, GNVQ intermediate, City and Guilds 7261 qualification, Business and Technician Education Council (BTEC) first diploma, national diploma, AVCE, Higher National Diploma (HND), foundation degree, and for the foundation year of a modular degree. There are also courses for adults only which lead to BTEC certificates in IT and Oxford, Cambridge and Royal Society of Arts (OCR/RSA) certificates. Part-time courses include those in multimedia and the Internet, personal computer (PC) support, programming and a range of EdExcel, City and Guilds and RSA/OCR modules on computing at various levels. There are good progression routes for both full-time and part-time students at all levels.

Achievement and standards

74. The retention rates for most courses have been at or above the national average for the last three years. The retention rate on the AVCE ICT, the replacement for the GNVQ advanced IT course, has only been 57% in the first year. The pass rates on the GNVQ courses were all above the national average in 2001. However, the GNVQ intermediate course pass rates have declined over the last three years, while the GNVQ foundation pass rate has improved. The pass rates for the City and Guilds 7261 modules are above the national average and on the recently introduced BTEC desktop skills course for adults they are at over 80%. Pass rates on the CLAIT course over the last three years have been more than 10% below the national average. The pass rate for GCSE IT has been well below the national average for the last two years.

A sample of retention and pass rates in computing and information technology, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GNVQ foundation IT	1	No. of starts	24	35	49
		% retention	71	77	73
		% pass rate	47	54	78
CLAIT	1	No. of starts	442	413	213
		% retention	84	84	90
		% pass rate	47	32	54
City and Guilds IT modules	1	No. of starts	905	1012	830
		% retention	71	96	96
		% pass rate	92	76	89
GCSE IT	2	No. of starts	*	20	19
		% retention	*	90	89
		% pass rate	*	50	26
City and Guilds IT diploma (1 year)	2	No. of starts	13	54	27
		% retention	100	85	100
		% pass rate	8	43	59
GNVQ intermediate IT	2	No. of starts	29	37	56
		% retention	86	95	88
		% pass rate	92	71	69
GNVQ advanced IT	3	No. of starts	34	34	80
		% retention	85	82	70
		% pass rate	71	81	89

Source: ISR (1999 and 2000), college (2001).

* course did not run

Quality of education and training

75. The quality of teaching is satisfactory overall, but there are many unsatisfactory lessons. Teachers on most courses provide students with a range of learning activities including group, practical and individual learning tasks. Part-time students are encouraged to use the IT facilities in the learning centre to practise their skills outside formal classes. In the best lessons, the needs of individual students are met effectively. These lessons are organised to ensure that previous work is revised and understood before the next topic is introduced. New material is taught in easily managed stages and students carry out practical tasks to consolidate their learning. Students who encounter difficulties receive plenty of help from their teachers and, where appropriate, learning assistants. Some learning assistants have lesson objectives linked to the teacher's lesson plan. The unsatisfactory lessons are not planned properly. In some of these lessons, the pace is too fast for the students who can't keep up and become confused. In others, the pace is slow and students become bored with tasks that are not demanding enough. In some instances, the teachers give the students too much help and deny them the opportunity to exercise initiative and learn for themselves. In several lessons, the learning resources were inadequate or insufficient. For example, only one video camera and one computer capable of downloading and editing video film, are available to all the students in the large group on the AVCE course who are taking media modules. The teaching on part-time adult courses is good. Staff establish good relationships with students, set appropriate tasks, assess work well and monitor students' progress carefully.

76. Most assessment of students' work is carried out well and detailed records are kept. The findings from assessment, however, are not analysed carefully to identify weaknesses in teaching and learning and to plan ways of improving provision. Teachers assess students' project work well and seek to help students build on their prior attainment. In general, target setting is ineffective, although during some tutorials, students were set appropriate and realistic targets relating to the completion of work for their portfolios or preparation for an examination. The students knew what examination grade was expected of them and what they needed to do in order to achieve it.

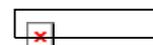
77. There are deficiencies in the resources used by both students and teachers. For example, some computer rooms at both the Broxbourne and Ware sites are hot and students find them unpleasant to work in during the summer. Students are disadvantaged by the lack of projectors and some incompatible software in certain rooms. Online assessment for the BTEC desktop skills course is not available at all sites. The college has recently started to develop a virtual learning environment and set up facilities for making learning resources available through the intranet. Some of these resources are available to enable students to study at home and others are being developed. The college acknowledges that this facility needs to be developed further in order that students have access to a wide range of learning materials, assignments, course documents and assessment materials.

78. Prospective students benefit from effective advice and guidance about courses in the schools of computing and IT applications. All new students undergo initial assessment to identify their needs for additional learning support. Some adult applicants for intensive part-time IT courses are counselled to improve their basic skills first. Students receive good advice through the tutorial system about progression routes to other courses or employment. Full-time students on level 3 courses, for example, receive help when choosing university courses and completing their applications to HE. Students seeking employment are given appropriate careers advice. Many students are unclear what welfare support and counselling are available to them in the college. In general, teachers have a good relationship with their students and respond to their individual needs.

Leadership and management

79. Although there are some strengths in the management of ICT, there are also some significant weaknesses. Target setting is not effective across all courses, the intranet is not yet fully developed as a good learning resource, and courses are set without ensuring they can be adequately resourced. Some course teams do not set clear targets for retention and pass rates. The findings from observations of lessons are not used to identify ways of improving teaching. Staff do not identify and share good practice systematically.

Hospitality and catering



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- well-planned teaching on AVCE course

- effective learning and pastoral support for students

- good links with industry
- high retention and pass rates on NVQ level 2 courses.

Weaknesses

- many insufficiently demanding lessons
- slow progress of students towards achieving key skills certification
- some unsatisfactory resources
- poor management of training for foundation modern apprentices.

Scope of provision

80. The college provides an appropriate range of courses in hospitality and catering for full-time and part-time students. Students can progress from level 1 to level 3. There are short courses to meet the needs of individuals, organisations and businesses. The college also provides training for modern apprenticeships from a range of catering establishments within the area.

Achievement and standards

81. There are high retention and pass rates on NVQ level 2 courses. Retention rates on NVQ level 3 courses are also high, and pass rates are close to the national average. In 2001, pass rates on the GNVQ advanced course were low. In the last three years, the proportion of modern apprentice trainees achieving an NVQ has been close to the national average, but the number who have fulfilled all the requirements of their modern apprenticeship framework has been low. Students on the AVCE course are making good progress, demonstrate good critical evaluation skills and are able to work effectively both on their own and in groups. Full-time students and foundation modern apprentices working towards an NVQ level 2 are making slow progress.

82. In practical lessons, most students work well both individually and collaboratively. They give each other help and support. Students from different groups and levels often work in the college training kitchen and restaurant together, and the more advanced students give encouragement and help to their colleagues. All students demonstrate good practical skills and most of their work is of a commercial standard. Students working in the restaurant are smart and demonstrate good practical and social skills. The quality of the written work produced by the students is often good and shows that many of them have carried out considerable research in its preparation. The best portfolios include photographs, charts and information from the Internet in their work. Most students are making slow progress in compiling their key skills portfolios and additional classes have been provided to help them complete them on time.

A sample of retention and pass rates in hospitality and catering, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
NVQ catering and hospitality	1	No. of starts	20	13	17
		% retention	85	77	76
		% pass rate	76	80	62
NVQ catering and hospitality	2	No. of starts	8	13	6
		% retention	100	100	83
		% pass rate	100	100	100
NVQ catering and hospitality	3	No. of starts	11	9	10
		% retention	91	100	100
		% pass rate	80	56	70
GNVQ advanced	3	No. of starts	13	8	7
		% retention	69	75	71
		% pass rate	67	100	29

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

83. Teaching on the AVCE course is well planned. Students are challenged to use their skills to the full. They are set demanding assignments and are required to produce work in these which reflects hotel and catering industry standards. Teachers plan and use a good range of learning activities to create lessons the students find interesting. Teachers encourage students to extend their learning through discussion. Most NVQ catering and hospitality students work purposefully in lessons. Some teachers, however, fail to plan their lessons thoroughly to ensure they are suitable for the different levels of ability of the students in the group. In some practical lessons, teachers give too much formal instruction and then fail to relate the practical tasks the students carry out with the theory they have learned previously. Teachers do not always demand enough of their students to push them to realise their full potential. In NVQ theory lessons, the pace is often too slow for some students and when they finish one task they are not encouraged to continue with further work. Teachers fail to show students how they can develop their key skills through all aspects of their work.

84. Most students' NVQ portfolios are well maintained. Portfolios contain clear records of the work completed and the skills acquired and students are able to say when they are ready to be assessed. Assessors have good and detailed assessment plans. Assessment is carried out well and good records are kept of the process. Assessors give students comprehensive feedback that helps them to improve their work. The internal verification process is good and carefully recorded.

85. Students who progressed from the NVQ level 1 to the level 2 programme have made slow progress in completing units on the new programme. Modern apprentices have also made slow progress towards completing NVQ units, and in achieving key skills certification. Assessment of work-based learners is not carried out well. Little or no reference is made to the tasks students have carried out during their work-based training when planning their assessment. Sometimes they are assessed carrying out tasks they have not practised at college or in work.

86. The college has good links with the hotel and catering industry. Students spend one day each week on work placement when they gain experience working in different aspects of the catering and hospitality industry. Students enjoy their work and they develop essential skills and confidence. One company, which provides work placement opportunities, encourages students on work placement

with them to enter a competition that they sponsor.

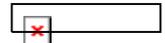
87. Hospitality and catering teachers are well qualified and suitably experienced. Most teachers take the opportunity to update their industrial experience regularly through the college's staff development programme. Most of the training resources for students are good. There are, however, some poor resources. For example, the extraction system in the main training kitchen is not effective. As a result, the kitchen gets very hot and students have to take regular breaks and these disrupt their learning. The doors on some ovens do not open or close easily making them a health and safety risk.

88. The learning and pastoral support provided for students is good. Teachers make themselves available for students at any time during the day to provide help and support. Many students are given individual support to help them understand the theory associated with their course. Teachers also provide students with advice and guidance on career opportunities. Work-based trainees do not receive the same amount of support.

Leadership and management

89. Management of the college's hospitality and catering courses is good, but the management of work-based training is poor. Communications in the hospitality and catering school are good. Teachers attend regular course team meetings where the progress of individual students and course administration are discussed. At these meetings, necessary action is identified and followed through. Communication between teachers and work-based employers is poor. There is little co-ordination of on-the-job and off-the-job training and assessment is not carried out well.

Sports, leisure, travel and public services



Overall provision in this area is **good (grade 2)**

Strengths

- high retention and pass rates on most courses
- effectiveness of enthusiastic teachers in motivating students to learn
- high retention rates on most courses
- effective monitoring of students' progress on leisure and tourism courses
- effective integration of key skills with content of leisure and travel courses

- success of students on all courses in progressing to related employment
- good course management.

Weaknesses

- low pass rates on GNVQ foundation course
- insufficient use of information learning technology on all courses
- many poorly planned lessons
- narrow range of provision at entry level and level 1.

Scope of provision

90. The college offers an adequate range of courses in leisure, tourism, sport and the public services. Provision for full-time students includes GNVQ courses at levels 1 and 2, the AVCE course in travel and tourism and first and national diploma courses in leisure studies and public services. Full-time students can also take courses leading to the BTEC certificate in overseas resort operation and the Young Men's Christian Association (YMCA) qualification and progress directly to related employment. There is no entry or level 1 provision for students who seek a career in sport or the public services. Part-time provision is limited to the Association of British Travel Agents Certificate (ABTAC) course and a programme designed to help students enter the local police force. Full-time students are encouraged to work towards additional qualifications such as the certificate in exercise studies, community sports leaders award, basic Spanish and GCSEs. There are good progression routes to more advanced courses at the college, to employment or HE. Staff have good links with industry, and draw on these to provide students with a useful work experience programme. Of the 189 students on full-time programmes, most are aged 16 to 18. There are also 49 part-time students.

Achievement and standards

91. Retention rates on most programmes are high. Most pass rates are high and those on the AVCE travel and tourism, GNVQ intermediate leisure and tourism, BTEC national in public services and the BTEC certificate in overseas resort operations courses are significantly above the national average. Half the students completing the AVCE course obtain high grades. The retention rate on the BTEC national diploma in leisure studies course is high, but the pass rate has fallen and is well below the national average. The pass rate has declined on the GNVQ leisure and tourism course at foundation level and, in 2001, it fell to below the national average. Students produce good written work. They achieve high standards in their class work. Students on GNVQ leisure and travel courses are set target grades to achieve and these spur them on to improve their work. Many

students on the GNVQ intermediate course add significant value to their achievements by obtaining better results than those predicted for them on the basis of their GCSE grades and previous attainments. Key skills are now taught as an integral part of courses and students' performance in key skills tests has improved. Most students are highly motivated and know what they have to do to progress to FE or HE, or appropriate employment.

A sample of retention and pass rates in sports, leisure, travel and public services, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GNVQ foundation leisure and tourism	1	No. of starts	18	15	21
		% retention	88	60	70
		% pass rate	79	56	50
GNVQ intermediate leisure and tourism	2	No. of starts	27	34	36
		% retention	89	70	83
		% pass rate	95	87	77
AVCE travel and tourism	3	No. of starts	30	29	44
		% retention	80	71	70
		% pass rate	75	90	90
BTEC national diploma in leisure studies	3	No. of starts	25	39	41
		% retention	84	74	78
		% pass rate	100	82	72
BTEC national diploma in public services	3	No. of starts	8	14	14
		% retention	88	79	79
		% pass rate	100	100	91
BTEC advanced certificate in overseas resort operations (children's)	3	No. of starts	7	9	9
		% retention	100	78	100
		% pass rate	100	100	100

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

92. In half the lessons observed, the teaching was good and in the remainder it was satisfactory. Teachers use a wide range of methods to help students learn and develop skills. In one lesson, students took part in a discussion on contemporary social and moral issues and explored each other's ideas in a mature and responsible way. In another lesson, a group of advanced leisure students demonstrated highly developed organisational skills by leading a practical sports session for students with physical disabilities. Students on all courses benefit from a well-planned enrichment programme of residential and day visits, work experience placements and presentations from visiting speakers and this helps them to prepare students for progression to employment or HE. Teachers are enthusiastic and have established a good rapport with students who are in turn attentive to what their teachers say and work hard. In unsatisfactory lessons, the teacher failed to ensure that learning activities were suitable for all the students in the group and that they were not too hard for some students or too easy for others. In some instances, the pace of the lesson was too slow and the students lost interest in what was being taught.

93. Most assessment is carried out well. Assignments are set at an appropriate level and broken

down into manageable tasks. Most students receive thorough feedback on their work promptly. Students on public services courses, however, receive feedback too long after the assessment. Workshops are provided to help students who do not meet assessment deadlines. The system for carrying out internal verification of assessment on leisure and travel courses is rigorous. There is consistency in assessment standards and in the way feedback is given to students on their performance.

94. Learning resources are good. There are two subject-specific resource centres and a well-stocked central library. There is, however, a lack of industry-specific software and students are not given enough structured help when using IT facilities to carry out research for assignments.

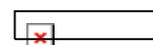
95. Classrooms are adequate. Leisure students have access to a well-equipped off-site sports centre to which transport is provided. The college does not have a simulated working environment for travel students. Teachers are well qualified. Some have recent vocational experience and all teachers are able to update their commercial and industrial experience when they need to. The training needs of staff are identified through the staff appraisal system. All new staff have a mentor.

96. Students value the individual help they receive from teachers both informally and in one-to-one tutorials. Students are punctual and their attendance is monitored closely. There is a rapid referral system for notifying course tutors of absentees. Most students receive regular tutorials during which their progress is reviewed and they agree short-term targets for themselves. There is a formal student review and evaluation week each term. Students receive a detailed induction to the college and most are provided with comprehensive course handbooks. All students are tested during induction week to assess their needs for learning support. Students on the GNVQ intermediate course have benefited from additional learning support. Across the curriculum area, however, the identification of students' needs for additional learning support is not carried out systematically enough. There is also insufficient monitoring of the extent of take-up of such support.

Leadership and management

97. Leadership and management of the curriculum are good. Teachers are involved in the continuous evaluation of courses. They respond to students' views and act on them with the aim of improving their teaching. The college's quality assurance system, however, is cumbersome and staff do not find it helpful. Overall, the grades the college gave for teaching through its lesson observation programme were significantly higher than those the inspectors awarded.

Hairdressing and beauty therapy



Overall provision in this area is **satisfactory (grade 3)**

Contributory grade for work-based learning is **unsatisfactory (grade 4)**

Strengths

- good pass rates on NVQ level 1 hairdressing and short course
- good retention rates on most courses

- much good teaching
- good work placements
- effective teaching of key skills.

Weaknesses

- low pass rates on NVQ levels 2 and 3
- outdated and insufficient specialist resources in some areas
- ineffective quality assurance
- insufficient work-based assessment for modern apprentices
- failure of many modern apprentices to complete the apprenticeship framework.

Scope of provision

98. Hairdressing and beauty therapy courses are based at the Ware site. On this site there is one building with separate reception areas and entrances for hairdressing and beauty therapy, respectively. Full-time, part-time and short courses are offered in hairdressing, including men's hairdressing. Options in beauty and holistic therapies cover aromatherapy, reflexology, Indian head massage and introductory courses in reflexology, Bach flower remedies, skin care and make up. There are 592 students. The majority are full time and are working towards an NVQ at level 2. Some 126 students work towards NVQs in beauty therapy at levels 2 and 3 and 119 are on hairdressing NVQ level 1, 2 and 3 courses. Adults study in separate groups from students aged 16 to 19. There are 78 foundation and advanced modern apprentices on work-based learning programmes working towards NVQs in hairdressing at levels 2 and 3. The college has good links with local schools to offer provision for Year 10 and Year 11 students.

Achievement and standards

99. Retention rates on most hairdressing and beauty therapy courses are high. There are, however, some declining retention rates on NVQ level 3 hairdressing and NVQ level 2 beauty therapy courses. Pass rates on most courses are low, but the pass rates on the NVQ level 1 hairdressing

course are high. Pass rates are high on the short courses in holistic therapies, body massage, aromatherapy, reflexology and Indian head massage and some are 100%. Students develop good practical skills. They further the development of their commercial skills through work experience. Few modern apprentices meet all the requirements of their modern apprenticeship framework. Work-based learners receive insufficient assessment in the workplace and they make slow progress. Some learners are taking four years to complete an advanced modern apprenticeship.

A sample of retention and pass rates in hairdressing and beauty therapy, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
Hairdressing (1 year)	1	No. of starts	*	22	26
		% retention	*	91	88
		% pass rate	*	85	87
Hairdressing (1 year)	2	No. of starts	178	177	154
		% retention	74	51	67
		% pass rate	66	56	68
NVQ beauty therapy (1 and 2 year)	2	No. of starts	122	171	131
		% retention	88	88	79
		% pass rate	39	71	64
Hairdressing	3	No. of starts	9	6	16
		% retention	11	83	50
		% pass rate	100	80	75
NVQ beauty therapy (1 year)	3	No. of starts	50	47	47
		% retention	92	85	94
		% pass rate	71	76	45
Diploma in reflexology	3	No. of starts	*	*	24
		% retention	*	*	100
		% pass rate	*	*	100

Source: ISR (1999 and 2000), college (2001).

* course did not run

Quality of education and training

100. The majority of teaching in both hairdressing and beauty therapy is good. Some teaching is very good. In practical hairdressing lessons, teachers set the students demanding targets for carrying out work within commercial timescales. All lessons are planned thoroughly and their effectiveness is evaluated. In the best lessons, students are set demanding targets for the completion of a substantial volume of work. These lessons are brisk and purposeful. Teachers use a variety of appropriate methods and are successful in engaging and holding the students' interest. In a minority of instances, the lesson was not introduced properly or concluded well. Learning tasks were not explained clearly to the students at the beginning and some were confused and uncertain what they had to do. The teacher failed to recapitulate the main points of the lesson at the end. In some lessons, teachers make poor use of audio-visual aids. Some theory lessons were poor. In these, the teacher talked too much, did not ask the students questions to check their understanding, or engage them in discussion. Teaching materials for hairdressing and beauty therapy vary considerably in quality and some are poor. Key skills are taught well. The teaching of IT is particularly good. A hair and beauty specialist teaches IT skills within a vocational context and helps

the students to understand how these skills are relevant to them in their work. Teachers set students demanding targets related to the acquisition of key skills. The teaching of key skills is an integral part of courses and students learn key skills through their vocational work. There are appropriate resources for the teaching and learning of key skills. Students see the relevance of key skills. They produce portfolios of evidence of their acquisition of key skills, and their work in these is of a high standard. Work-based learners also learn key skills as an integral component of their programmes.

101. The quality of assessment practices on hairdressing and beauty therapy courses varies considerably, but is mainly satisfactory. Students receive prompt and helpful feedback on how they can improve their work. The comprehensive system for monitoring the students' progress on hairdressing courses is shared with the students so that they can gauge the extent of their own progress. Teachers on beauty therapy courses monitor students' progress, but do not discuss it effectively with the students themselves. Some employers of work-based learners are not aware of how their employees are progressing. Work-based learners receive little assessment in the workplace. They are mainly assessed in the college salons where, for assessment purposes, they have to repeat work they carry out every day in the workplace. They make slow progress towards achieving their qualifications.

102. There are good relationships between the college and local employers. Both in college and on employers' premises, students can acquire additional knowledge and skills. They can, for instance, learn about self-tanning, gain knowledge about specialist products, and receive advanced technical training. Recently a high profile international stylist gave a demonstration in the college that enabled the students to develop their skills in dressing long hair. Full-time hairdressing students have a work experience placement once a week and full-time beauty therapy students working towards NVQ level 3 attend work experience placements on block release. Both hairdressing and beauty therapy students are prepared well for their placements.

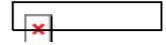
103. Students receive good personal and pastoral support. Effective induction helps students to settle into college easily. Students appreciate the individual help they receive from teachers and personal tutors. On entry to the college, students' needs for help with literacy and numeracy are not identified systematically. Students who experience difficulty are offered appropriate support as their problems are identified. Careers guidance is not built into the curriculum formally, but is provided by most tutors in tutorials. Students do not have a detailed understanding of the principles of equality of opportunity. Employers are not offered training in equality of opportunity or health and safety. During the inspection, some staff described certain ethnic hairstyles inappropriately.

104. The college's hairdressing and beauty therapy salons have commercial reception areas. In the beauty therapy reception area, however, there is no computer for students to use when recording appointments for clients. One hairdressing and one beauty therapy salon have recently been refurbished to a high standard. In the other salons, fixtures and fittings are worn. In the beauty therapy salons, there are not enough sinks and couches to enable students to meet the needs of large groups. The college's hairdressing salons have plenty of clients upon whom the students can practise their skills and demonstrate them for assessment purposes. Managers ensure that clients' needs are met. The college does not have enough beauty therapy clients to enable all students to be assessed while giving treatments. Some excellent materials have been developed by staff, but other materials are inappropriate and of poor quality.

Leadership and management

105. The self-assessment and course review processes are not sufficiently rigorous or evaluative. Low pass rates have not been identified or addressed systematically. Targets for retention and pass rates are not realistic or are not set at all. There is no effective monitoring of progress in implementing action plans for improving provision. The monitoring of students' attendance is ineffective.

Health and social care



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- good pass rates on NVQ programmes
- good support for individual students
- responsiveness to needs of employers and the local community.

Weaknesses

- low pass rates on most full-time childcare courses
- adverse effect of small class size on scope of learning activities.

Scope of provision

106. The college offers a range of provision in health and social care, childcare, counselling and first aid. There are 151 students on full-time programmes in health and social care, childcare and health studies and of these 24% are over 19. There are 854 part-time day-release and evening students. Of these, 497 are on NVQ courses in care, early years and play work, 213 are on first aid courses, 100 are on care and childcare courses, and 44 are on counselling courses. Programmes are offered at levels 1 to 4 with progression opportunities to HE within the college. Some part-time courses leading to NVQs are offered in the workplace and at community centres.

Achievement and standards

107. The pass rate on most NVQ programmes is significantly above the national average. In 2001, the pass rate on the NVQ in early years course was 96%, compared with the national average of 71%, and on the NVQ courses in play work at levels 2 and 3, it was 86% and 89%, respectively. The pass rate on the AVCE course was 100%. The number of students on this course, however, has declined.

108. In 2001, pass rates were low on most full-time childcare programmes. The pass rate for the BTEC national diploma in early years was 61%, compared with the national average of 89%. The pass rate for the diploma in childcare and education was 65%, compared with the national average of 86%. The pass rate for the certificate in childcare and education was 55%, compared with the national average of 81%. In 2000/01, the retention rate on the diploma in childcare course for

mature students was 92% and significantly above the national average. Retention rates on other full-time programmes were in line with the national average. The monitoring of attendance is thorough. The average attendance rate for lessons inspected, however, was only 70%. The standard of students' work in lessons, written work and portfolios is mostly satisfactory. On childcare and health and social care courses, students are able to link theory to practice in the workplace. Students on NVQ childcare and education courses are able to draw on their experience in the workplace when discussing issues related to child protection.

A sample of retention and pass rates in health and social care, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
First aid at work	1	No. of starts	377	403	487
		% retention	100	100	100
		% pass rate	96	100	100
Certificate in childcare and education (CACHE)	2	No. of starts	16	17	20
		% retention	69	82	77
		% pass rate	73	64	55
BTEC AVCE health and social care	3	No. of starts	21	23	16
		% retention	62	57	75
		% pass rate	85	77	100
CACHE diploma in childcare and education	3	No. of starts	74	65	33
		% retention	76	82	76
		% pass rate	79	79	65
BTEC national diploma early years	3	No. of starts	26	23	30
		% retention	77	83	80
		% pass rate	100	94	61
NVQ playwork	3	No. of starts	25	16	10
		% retention	72	81	100
		% pass rate	100	69	89

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

109. Teaching is at least satisfactory. The majority of lesson plans are detailed. They specify tasks of different levels of difficulty to meet the individual needs of students of varying abilities. Activities take account of students' responses to questionnaires about their preferred learning styles. The better lessons have clear aims and objectives, are well organised and purposeful. In one such lesson, students explored how children could get exercise on rainy days. After the teacher had given a clear explanation of the task, three small groups of students settled down to work quickly. They worked purposefully and enthusiastically coming up with lists of possibilities that were then shared with the whole group. They were able to explain why they had chosen the activities and which skills they would help the children develop at the same time as providing them with physical exercise. They were able to relate the activities to their work-placements and they engaged in discussion, during which they learned from each other's work placement experiences. The lesson was successful in enabling the students to develop key skills, including those in teamwork, communication and problem solving. In other lessons, teachers fail to ensure that students develop key skills through all their learning activities. On the BTEC first diploma in care, BTEC national

diploma in health studies, and AVCE health and care courses, the small size of some classes makes it difficult for teachers to carry out certain learning activities, such as role play, in lessons. In some lessons with these small groups, the teacher talks too much and does not encourage the students to ask questions, explore ideas through discussion, and learn for themselves. Part-time adult students work in a variety of organisations and they benefit from sharing their workplace experience with one another in lessons. Teachers often draw on the students' experiences when explaining theory, in order that the students may understand the theory better and see how it relates to practice. Students on the specialist teacher assistants' course explored and analysed theories of behaviour modification in relation to policies in their schools. Lesson plans show how equality of opportunity will be promoted through lesson content and teaching methods. There are some very good displays of students' work on cross-cultural and diversity issues.

110. There are strong links with the local community and employers. Courses are run for the local county council and local employers to provide training required by the Care Standards Act. There has been an increase of 57% in enrolments on NVQ courses. The college is represented on the early years childcare development partnership. Students on care and health and care programmes take part in a wide variety of well-organised work placements. Their progress is monitored regularly.

111. A well-established procedure for the internal verification of assessment operates on the majority of programmes. Assignments are assessed regularly and students receive clear written feedback on their work.

112. Students complete action plans regularly. Their progress against these is monitored and they are given help when necessary. Students value the support they receive from teachers and personal tutors. Students are assessed to find out whether they need extra help with literacy or numeracy. However, few take up the support offered. Personal support for individuals is good. Teachers deal sensitively with personal issues and refer students to specialist agencies when necessary. Many adult students have been helped by the college's financial adviser. Students are given comprehensive careers guidance and are well informed on progression opportunities to FE and HE and employment. Employers make a valuable contribution to the careers education programme. A wide range of enrichment activities is offered. Options include classes in deafness awareness, food preparation and creative art. Students visit France to look at childcare arrangements in that country.

113. Some accommodation is inappropriate. Lessons are disrupted and students' concentration is broken by noises from outside. Some classrooms are not easily accessible to persons with problems of mobility. The learning resource centre has a wide range of relevant magazines and journals. However, some resources which students can use on their own, such as books and videos, are old. Students have little access to computers outside timetabled lessons. Teachers are well qualified and take up opportunities to update their professional skills.

Leadership and management

114. Leadership and management are satisfactory. There are regular meetings of most course teams. Many staff find the college's quality assurance system complex and they don't use it. There is no systematic comparison of the final examination results students obtain with the GCSE grades they held on entry to the college, in order that the value added to students' achievements may be calculated. Courses are managed by two different faculties. There is, however, insufficient liaison between the two faculties over course planning and development.

Media and performing arts



Overall provision in this area is **unsatisfactory (grade 4)**

Strengths

- well-written and carefully designed assignments for media students
- good pre-entry guidance and induction
- accessibility of ICT and well-equipped television studio to students.

Weaknesses

- low retention and pass rates in performing arts
- poor attendance
- much uninspiring and poor teaching
- some poor and unsuitable accommodation
- unsatisfactory arrangements for quality assurance.

Scope of provision

115. The college offers full-time media and performing arts courses at levels 2 and 3 and these are mainly intended for students aged 16 to 19. At level 2, the college offers first diploma in performing arts, intermediate GNVQ in media and GCSE in drama and media courses. At level 3, provision includes national diplomas in drama, dance, popular music and multimedia, AVCE media, GCE AS film studies, GCE AS/A-level media, and theatre and dramatic arts courses. The college has tried, without success, to run several part-time courses, but these have not attracted enough students to be viable.

Achievement and standards

116. Retention rates are satisfactory in media, but they are low on some performing arts courses. In 2001, the retention rates on the GCE A-level theatre and dramatic arts courses, and the national diploma course in performing arts were 36% and 56%, respectively, and were significantly below national averages. Pass rates are satisfactory on most media courses, but they are low on most performing arts courses. In 2001, the pass rate was 50% in GCE A-level theatre and dramatic arts and GCSE drama, and 57% on the first diploma in performing arts course, and on both courses was

significantly below the national average. In the past three years, there has been a significant decline in both the retention and pass rate on the GCE A-level theatre and dramatic arts course.

117. Some multimedia students produce imaginative and well-designed work. Media students use video techniques confidently in the television studio. Dance students have a good movement vocabulary and use improvisation effectively in choreography. Drama students produce some outstanding choral harmony singing. In many areas, however, students' performance skills are poorly developed. Many students have weak instrumental skills. Many drama students display a lack of imagination in performance and have a narrow range of speech and acting skills. Many advanced level students lack basic knowledge of important communication skills. Advanced level drama students show little understanding of how to interpret play scripts from a director's or actor's perspective. Attendance is poor.

A sample of retention and pass rates in media and performing arts, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
First diploma performing arts	2	No. of starts	*	*	11
		% retention	*	*	78
		% pass rate	*	*	57
GNVQ media communications and production	2	No. of starts	16	10	12
		% retention	63	90	92
		% pass rate	60	44	82
GNVQ media communications and production	3	No. of starts	31	28	25
		% retention	74	64	68
		% pass rate	57	83	65
GCE A-level theatre and dramatic arts	3	No. of starts	10	17	11
		% retention	80	65	36
		% pass rate	100	82	50
National diploma performing arts	3	No. of starts	19	43	41
		% retention	79	70	56
		% pass rate	92	73	91
GCE A-level media (2 years)	3	No. of starts	14	19	13
		% retention	72	73	77
		% pass rate	88	87	100

Source: ISR (1999 and 2000), college (2001).

* course did not run

Quality of education and training

118. The quality of teaching varies considerably. In the best lessons, tasks are well planned and students are given detailed, informative and well-presented handouts. Some teachers employ a wide range of well-structured practical activities that the students find stimulating. These enable the students to learn for themselves through experimentation, with support and advice available from the teacher if required. In these lessons, students are motivated to succeed. They are attentive and produce some good practical and written work. Many lessons, however, are uninspiring and some are poor. In these lessons, attendance is low. Schemes of work lack detail. Lesson plans do not

state clear objectives. Lessons lack a sense of urgency and the tasks students are set in them are insufficiently demanding. Teachers do not make allowances for the different abilities and levels of skill of students in the group. In many lessons, students are not encouraged to exert themselves and use their initiative, ask questions, challenge what the teacher tells them and explore ideas for themselves. Some level 3 students are poorly briefed on examination techniques. A significant proportion of performing arts students fail to grasp the importance of self-discipline in rehearsal and performance. Teachers did not require some students to explain why they had not done their homework.

119. Assignments are designed and assessed in line with national specifications. Media assignments are particularly well written and are realistic and demanding. The assignments are broad in scope. They require the students to use the key skills of communication and IT. For example, the students have to use word-processing packages and investigate career options. Following assessment, performing arts teachers give feedback to students on a well-designed form. The teachers' comments are detailed and thorough and provide the students with valuable tips on how they can improve their work. Media teachers, however, provide feedback on a poorly designed form that does not have enough space for comments and constructive advice. Media teachers monitor students' progress carefully and record this in a useful database. Students who are identified as performing poorly are given help and encouragement. Teachers make little use of GCSE scores on entry to set students' targets for their examination performance.

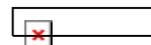
120. Students benefit from some good learning resources. However, there is much poor accommodation. Media and multimedia students have ample access to good ICT facilities. However, ventilation in the ICT rooms is inadequate and at times they become too hot to work in effectively. Computers are modern and well equipped with a broad range of appropriate software packages. Students benefit from using a well-designed and well-equipped television studio, but they do not have easy access to digital editing facilities. Some rooms are not properly soundproofed and lessons in them are subject to disturbance from noise in the adjoining accommodation. Many classrooms are too small for the classes using them. Performing arts spaces are suitable for their purpose, but many are in a poor decorative state. Students can only gain access to some studios by passing through adjoining teaching spaces, thereby causing disruption to lessons taking place there. Some music rooms are extremely small and students using them feel cramped. There are inadequate changing facilities for dance students. The main performance space has no dressing room and green room facilities. Teachers are well qualified and have a broad range of appropriate vocational expertise.

121. Pre-entry advice, guidance and induction for students are good. At interview, prospective students are given a lot of information about the course. Performing arts students are auditioned. All students are invited to an induction and taster day prior to starting. Students take part in a range of relevant activities to ensure they are interested in the course. There is also a barbecue to provide them with the opportunity of meeting other new students. Parents are invited to meet staff and discuss the courses. Induction is comprehensive and helps students to settle in quickly. Most students are satisfied with the content of their course. Some students undertake short courses and work towards additional qualifications as part of their main programmes. For example, they can take London Academy of Music and Dramatic Art (LAMDA) speech examinations in drama and a short television and film course in media. Performing arts students regularly attend theatre trips to broaden their learning experience. The department has extended its range of courses. For example, the first diploma course in performing arts was introduced following low retention rates on the national diploma course. A full-time national diploma music course has been introduced in response to demand.

Leadership and management

122. Aspects of leadership and management are poor. The heads of school have a heavy teaching load that does not leave them enough time for their management duties. Responsibilities of the programme manager role are poorly defined and are not clearly understood in the department. Staff have little delegated authority over the use of resources. The quality assurance system is unwieldy and ineffective. Target setting, self-assessment, analysis of students' achievements, academic planning and course review processes are not carried out rigorously.

Art, design and fashion



Overall provision in this area is **good (grade 2)**

Strengths

- high pass rates on most courses
- much good teaching
- wide range of study options from levels 1 to 4
- wide range of workshops and specialist equipment
- effective support and guidance for students
- success of many students in progressing to HE and employment.

Weaknesses

- poor GCE A-level results
- failure to teach key skills as an integral part of programmes
- insufficient sharing of good practice.

Scope of provision

123. The college offers a broad range of full-time and part-time courses in art and design at Ware, and also a few courses at Broxbourne. Provision covers levels 1 to 4 and includes GCE AS and A

level, GNVQ foundation and intermediate, AVCE, various specialist national diploma, a diploma in foundation studies, and access to HE courses for adults. There are part-time courses and diploma in HE courses. Students can progress from level 1 to level 4. Provision is particularly broad at level 3 and includes a wide choice of specialist courses. Display, graphics and fashion design students benefit from work-placement opportunities. There is some flexibly arranged provision for adults. Students can opt to extend their practical skills by working towards additional qualifications.

Achievement and standards

124. Retention and pass rates on most full-time courses are close to the national average. Pass rates on GNVQ intermediate and the diploma in foundation studies courses have remained significantly above the national average for three years. However, pass rates on GCE A-level courses are well below the national average. Most students' coursework is of a high standard. In the best work, students demonstrate the development of their own ideas well. They also undertake technical investigations. In their work in ceramics, students show outstanding investigative skills, sound technical knowledge and clear understanding of the context in which they are working. Last year, 50% of all full-time students who completed their course progressed to HE. A further 35% gained employment in the creative industries. The display department has particularly strong links with the retail industry in which many students find employment. Some students have a poor record for punctuality and attendance.

A sample of retention and pass rates in art, design and fashion, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GNVQ art and design	2	No. of starts	36	28	40
		% retention	86	89	90
		% pass rate	94	92	86
GNVQ art and design	3	No. of starts	33	41	32
		% retention	79	68	84
		% pass rate	70	89	81
National diploma art and design	3	No. of starts	139	141	138
		% retention	72	79	79
		% pass rate	97	85	86
Diploma in foundation studies - art and design	3	No. of starts	41	69	38
		% retention	90	93	92
		% pass rate	100	98	97
GCE A-level fine art	3	No. of starts	52	42	13
		% retention	92	88	85
		% pass rate	0	42	45
Access certificate (2 year) art and design	3	No. of starts	31	24	17
		% retention	55	46	65
		% pass rate	93	100	100

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

125. Most of the teaching is good or better. Most teachers have good knowledge of their subject.

Lesson plans and schemes of work are well designed and have clear objectives. Students broaden their learning experience through visits to galleries. Teachers show sensitivity to the needs of a wide range of students with different abilities. Priority is given to supporting those who have difficulty with their work and helping them to become more confident. Students are encouraged to value their individuality. Most lessons are lively and promote good working practices. Students are attentive and enjoy their learning. In one evening class, adult access to HE students were developing ideas for creating a sculpture. They enthusiastically explored the expressive qualities of various materials that could be used. They improved their understanding of sculptural form and methods of construction and structure. They were highly motivated and worked enthusiastically. The teacher encouraged them to be adventurous and expressive. The work produced demonstrated good investigative and practical skills. In a photography lesson, the teacher clearly and effectively communicated complex technical information about colour balance and lighting. This demanding subject tested and extended the competencies of the students. However, a few lessons are dull and uninspiring and the pace is too slow. In one instance, a large group of students were simply listening to others for over an hour while they waited their turn to make a brief verbal report on the progress of their project. In another lesson on art history, the teacher did not engage the students' interest in the subject matter. Technical vocabulary was used which the students failed to understand. Little learning took place and the students were not able to form any opinions or make any judgements about the techniques being described.

126. Assessment procedures are mainly effective, although across the faculty, there are inconsistencies in assessment methods and documentation. Assignments are marked regularly and good records are kept of assessment. Students benefit from clear written and verbal feedback to help them to identify their strengths and weaknesses and improve their work. Internal verification of assessment has shown that there is some inconsistency in the standards against which staff carry out assessment. Students fully understand the assessment process. Regular tutorials are used to enable students to discuss their performance and progress with their tutors, and share ideas.

127. Students benefit from access to a wide range of specialist facilities including workshops for woodwork and metalwork, printmaking, fashion, display, photography and ceramics. The three-dimensional design area has been upgraded and features stimulating displays of students' project work that have a positive impact and raise students' aspirations. In the display design studio, students are able to gain work experience under simulated commercial conditions. Art and design provision, however, is based in two separate parts of the college and students who are mainly taught in one part do not always have the opportunity to share ideas with staff and students from the other. Significant improvements have been made to IT resources. Industry standard software has been installed and technician support has been strengthened. Improvements have been made to the rooms and areas where students learn. The library and learning resource centre provide students with valuable help with their project work. The book stock and periodicals are adequate, but there is insufficient reference material on contemporary artists. Teaching staff are appropriately qualified and benefit from regular and well-organised staff development activities.

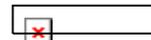
128. Students receive good support and guidance. Prospective students attend open days and interviews which aim to help them form realistic expectations of their course and learn about opportunities for progression. Induction helps students to settle into college quickly. There is a well established and effective tutorial system. Students feel well supported. With the exception of those on the post-GCE A-level foundation course, all full-time students receive initial assessment to find out if they need additional help with literacy or numeracy in order to complete their course successfully. The additional learning support provided is effective. All students aged 16 to 19 learn key skills, but key skills are not taught effectively as an integral part of courses.

Leadership and management

129. Resources are deployed effectively and courses are well managed. However, there are significant inconsistencies in the quality assurance process. There is no systematic setting of targets to help students to improve their performance. Although the development plan identifies issues of concern, it does not adequately set out strategies for the improvement of provision. Academic planning documents do not always address issues at course level. Minutes of meetings and action plans do not provide a clear record of decisions taken. There is insufficient sharing of

good practice. Art and design courses are the responsibility of three different schools and staff from each do not liaise systematically and productively with one another. There is no reliable system for monitoring students' attendance. Equality of opportunity and inclusivity are promoted through the curriculum.

Humanities



Overall provision in this area is **unsatisfactory (grade 4)**

Strengths

- high retention rates on GCSE courses
- good personal support for individual students.

Weaknesses

- consistently low pass rates
- much unsatisfactory teaching
- poor attendance.

Scope of provision

130. There is a broad range of GCSE and GCE AS and A-level courses. There is provision to help adults to return to learning and a return to study course for older people who have retired from work. Access to HE courses are available to adults and may be studied full time, part time or by distance learning. In September 2001, full-time student numbers increased significantly, and just over 500 students aged 16 to 19 were enrolled. The college is responsive to local needs. There is an arrangement with Hertfordshire Local Education Authority and local schools to allow students under the age of 16 to attend the college to study for GCSE qualifications. In some cases, these students have been excluded from school, or have been tutored at home.

Achievement and standards

131. Students' achievements are unsatisfactory. Retention rates in GCSE history and psychology in the last three years are high, and above the national average. Retention rates in GCSE social science, GCE A-level history, psychology and sociology are at, or near, the national average. Pass rates for students in GCSE history are above the national average. However, pass rates for

students in GCSE and GCE A-level sociology, psychology and GCE A-level history are below the national average. While retention and pass rates in access to HE programmes are rising, they remain below the national average. Attendance in classes is unsatisfactory and, in the lessons observed, the attendance rate was 36%. Some students are late for lessons. Adult students become more confident and self-assured. They speak highly of the way in which their skills have been developed during their courses. Most students' written work is satisfactory. Students' contributions to debates and discussions during lessons, however, are not always informed and articulate.

A sample of retention and pass rates in humanities, 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GCSE history	2	No. of starts	15	20	10
		% retention	87	85	75
		% pass rate	69	31	66
GCSE social science	2	No. of starts	9	12	11
		% retention	67	100	64
		% pass rate	67	42	57
GCSE psychology	2	No. of starts	31	37	45
		% retention	55	92	89
		% pass rate	65	53	43
GCE A-level history	3	No. of starts	18	6	7
		% retention	66	67	71
		% pass rate	66	50	0
GCE A-level sociology	3	No. of starts	15	10	7
		% retention	43	30	71
		% pass rate	67	33	60
GCE A-level psychology	3	No. of starts	79	71	56
		% retention	60	56	57
		% pass rate	51	53	44

Source: ISR (1999 and 2000), college (2001).

Quality of education and training

132. Much teaching is unsatisfactory. Most learning is well planned. Schemes of work and lesson plans are detailed. Lesson plans, however, are not always put into practice effectively. Some of the teachers' explanations are not clear enough and the students do not understand what is being described or what exactly is expected of them. In lessons, students spend a great deal of time listening to what the teacher has to say or copying down notes. They seldom take the initiative in lessons, ask questions, explore concepts through discussion or engage in productive argument. Teachers check the students' understanding by asking questions, but these are not always well framed. The teacher seldom directs questions at individual students to make sure everyone stays alert and is ready to respond. In most lessons, teachers do not demand enough from their students and they have low expectations of them. In particular, in GCE A-level classes, students are not pressed to move from description and narration to developing the critical skills needed to analyse and evaluate material in order to form judgements. The pace of lessons is often too slow. Some worksheets and teachers' blackboard work contain spelling, punctuation and grammatical errors. In

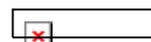
the better lessons, activities and teaching strategies are appropriately varied. Teachers succeed in making all students become fully absorbed in their learning tasks. Some teaching addresses students' individual learning needs well, with teachers providing different tasks to suit the different levels of ability of the students in the group. In the better lessons, teaching of the whole group is good and the teacher provides opportunities for students to discuss and debate issues. Many of the learning materials the teachers have devised are good in terms of their content, but they are often poorly reproduced. In sociology there is some use of information learning technology in classroom activities, but it is not used in lessons in other subject areas. Key skills are not an integral part of the context of GCSE and GCE A-level courses. Students do not value key skills or want to develop them. The system for providing feedback to students on their written work has improved recently. When marking students' written work, teachers now offer students more suggestions on how they can improve their performance. Systems for the internal verification of assessment on access to HE programmes are good.

133. Personal support for students is good. Adult students appreciate the care staff take to describe and identify the most appropriate programme for them when they first come to the college. Students speak highly of the support they receive from individual subject teachers outside lessons. Students are well supported by their personal tutors. They are given excellent guidance when applying to HE or seeking employment. Staff are well qualified, but a number are new to their roles as teachers or subject leaders. There is a good range of library facilities and services.

Leadership and management

134. Curriculum leadership is improving. There have been a number of recent changes affecting the management of subjects and the school of general education. There are new initiatives to address weaknesses in the area. Arrangements for monitoring, and reporting on students' progress have been improved. Student managers have been appointed and it is their role to act as personal tutors and contact students who miss lessons on the day of their absence. Strategies to ensure all students are punctual are being introduced. There are regular team meetings. Records of these meetings indicate that staff discuss ways of improving students' performance. However, data are not always accurate and are not analysed well.

English, modern foreign languages and English as a foreign language



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- much good teaching
- good pass rates for adult students
- effective support for students
- good provision for EFL students.

Weaknesses

- low GCSE pass rates for students aged 16 to 18
- low GCE A-level pass rates in English
- poorly managed GCSE provision.

Scope of provision

135. There is a wide range of courses. Provision of English courses, including those on EFL courses, is extensive. Courses are offered in some European languages, and in Arabic and Turkish. Some 500 students are enrolled on part-time language courses, of whom about 40 are studying languages at GCE AS/A level. Approximately 140 students are taking EFL courses at Broxbourne and Bishop Stortford. There are currently 280 students on GCSE English courses, of whom 177 are aged 16 to 18. Further part-time provision is provided for full-time students on vocational courses on both major sites. GCE AS/A-level English is offered within the full-time GCE A-level intensive programme at Broxbourne and also as a part-time course in the afternoons and evenings at Ware and Broxbourne. There are 47 students on GCE A-level English courses and the number of students taking GCE AS English has risen significantly to 88.

Achievement and standards

136. Pass rates on GCE A-level English language and English literature have been low and now only GCE A-level literature is offered. Students on the current GCE A-level English literature course produce work of a high standard. In one lesson, students studying *The Duchess of Malfi* knew the text well. They were able to express views about the play with confidence and substantiate these with well-chosen references to the text. Pass rates for GCSE English are low and declining. Teaching on GCSE English courses is satisfactory. Until recently, however, there has been no subject leadership. Students have not been tested to find out if they are capable of meeting the demands of a GCSE English course. They have not received good initial guidance about the GCSE English course before joining it. The GCSE English syllabus chosen has proved unsuitable for many students. A significant number of students who failed GCSE English were students for whom English was not their first language and they were not given enough extra help with English language. There is no alternative course to help those students who are not yet ready to tackle a GCSE English course successfully. In one lesson, several students struggled to use an English dictionary and did not know the meaning of common words such as glacier. Adult students do well. Their pass rate in GCSE English is well above national average and a high proportion gain A*/A grades. Adults also achieve high pass rates in GCE AS Spanish, GCSE Spanish and GCE AS French. Students of modern foreign languages achieve good standards of work in lessons. EFL students consistently achieve pass rates above national averages at several levels. Some students, particularly those aged 16 to 18, fail to attend lessons on GCSE English courses regularly, or are late for them. Many retention rates are in line with the national average. Courses with retention rates above the national average include GCE AS Spanish, GCSE English and GCE A-level English literature.

A sample of retention and pass rates in English, modern foreign languages and , 1999 to 2001

Qualification	Level	Completion year:	1999	2000	2001
GCSE Spanish (1 year)	2	No. of starts	*	12	12
		% retention	*	100	67
		% pass rate	*	64	63
GCSE English	2	No. of starts	333	389	281
		% retention	68	83	86
		% pass rate	24	22	18
GCE A-level English language (1 and 2 year)	3	No. of starts	76	58	43
		% retention	79	67	79
		% pass rate	63	79	42
GCE A-level English literature (1 year)	3	No. of starts	21	20	14
		% retention	71	70	93
		% pass rate	47	0	46

Source: ISR (1999 and 2000), college (2001).

* course did not run

Quality of education and training

137. Much of the teaching is good. In no lesson was the teaching unsatisfactory, and in about two thirds of lessons, it was good or better. In EFL lessons, there is a warm, supportive atmosphere that helps students to learn successfully. Students work collaboratively with their teachers to make good progress. The lessons are long to suit the domestic and work commitments of students who can only attend at certain times in the week. The teacher sustains the momentum of these lessons well by providing the students with a variety of tasks and activities they find helpful, interesting and enjoyable. There is much fun and laughter blended with serious learning. Many teachers of modern foreign languages are native speakers who understand the specific difficulties which English speakers encounter when learning their respective languages. They use the foreign language when teaching and only resort to English to ensure, for example, that points of grammar are clearly understood. In one enjoyable part-time evening German class, a visiting speaker described the major changes in East and West Germany since reunification. The teacher prepared the students carefully beforehand ensuring that the main specialist political and economic vocabulary was well rehearsed. Students were then able to understand the talk and benefit from it. English teachers encourage students to participate in debates and discussions, stressing the need to back up opinions or ideas with appropriate evidence. Students are encouraged to undertake independent research into topics. In doing this they make productive use of the very well stocked libraries. English assignments are available to students on the college intranet and they appreciate this. Students work well together in pairs and as a group. Teachers monitor the work of students in pairs carefully and intervene and offer help when this is required. In the better lessons, the pace is demanding and the teachers ensure that the students cover a great deal of ground in depth. In some instances, mainly on GCSE English courses, students fail to bring writing implements and necessary learning materials to lessons. Some students take little interest in what is being taught and teachers do little to encourage them to play a more active part in the lesson. Some of these students are on a GCSE course that is unsuitable for them. In some GCSE classes, there is a wide spread of ability, and teachers do their best, sometimes under trying circumstances, to meet the needs of all students in the time available. Students who receive additional learning support benefit from it.

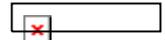
138. Students appreciate the willingness of staff to give them academic and pastoral support in their free time. Written work is carefully marked. Where appropriate, teachers add written comments to marked scripts to show students how they may improve their work. They also give the students

constructive and encouraging oral feedback when they return their work.

Leadership and management

139. Until recently, there has been no subject leader to co-ordinate and develop provision of English courses. There has been a lack of effective management of this subject area. A subject leader has now been appointed. There is now a good team spirit among staff. The leadership of the respective subject areas of modern foreign languages and EFL is satisfactory. Part-time staff, however, are not always involved in course planning and review, or kept up to date with developments in their particular areas.

Provision for students with learning difficulties and/or disabilities



Overall provision in this area is **unsatisfactory (grade 4)**

Strengths

- extensive range of courses
- productive links with special schools and local agencies
- good personal support for students
- strong curricular leadership.

Weaknesses

- inadequate teaching accommodation at Ware
- much unsatisfactory teaching
- ineffective use of individual learning plans
- insufficient monitoring of individual students' progress

- failure to involve students fully in the social life of the college
- inadequate staffing levels
- insufficient rigour in quality assurance.

Scope of provision

140. There is a good variety of courses catering for a complex range of needs for students with learning difficulties and/or disabilities. There are 68 full-time and 288 part-time students with moderate learning difficulties, 67 full-time and 383 part-time students with severe learning difficulties, and 37 full-time and 24 part-time students with profound and complex learning difficulties. Provision is also made for 41 part-time students with mental health difficulties. There are 181 students aged 16 to 19 and 727 adult students. The provision is offered at the two main college sites and in numerous community venues. It includes courses from pre-entry to entry level 3 and also a summer school. There is a comprehensive range of teacher training programmes.

Achievement and standards

141. Students' achievements are good on accredited courses. The majority of students on full-time courses achieve certification. In 2000/01, the pass rates for the London Chamber of Commerce and Industry (LCCI) vocational access and national skills profile were 71% and 100%, respectively. Most retention rates have been consistently high. On the access to FE course and care in the community programmes, the retention rate has been 100% and on the extended education course, it has been 99%. Students demonstrate good practical skills. The artwork displayed is of a high standard. In many groups, students work together responsibly. Students derive considerable benefit from work experience placements and participation in community projects. They develop a responsible attitude to their studies. The wide range of community-based provision for adults meets the needs of learners from isolated and socially excluded groups, many of whom progress to further courses in the college. Many students progress from part-time to full-time courses and some progress from these to vocational courses.

Quality of education and training

142. Classroom management is very good. However, lesson planning does not relate to students' individual learning plans effectively. The targets set for students are not specific enough and they are not shared properly with them. The quality of teaching is very variable. There is much unsatisfactory or poor teaching, mainly in lessons taught by part-time staff. Where teaching is unsatisfactory, planning is poor. In some lessons, students do little and are bored. For example, a student sat for over half an hour in an ICT lesson without completing any activity or speaking to anyone. Where teaching is good students are fully engaged in a variety of appropriate activities. They participate fully in learning tasks, concentrate hard and make mature responses. The teacher ensures that the students follow their individual learning plans and gives them activities that relate to these. Teachers adapt learning tasks to suit the needs of all the students in the group. The teaching materials are inspiring. Each student makes an evaluation of how well he or she carried out the activities and this is recorded by both the teacher and the student. In some lessons, however, students are given inappropriate tasks and materials and they learn little from them. For example, they are made to carry out undemanding cut and paste activities, or simply spend much of the lesson colouring in worksheets.

143. Accommodation at the Ware site is unsatisfactory. It needs total refurbishment. Facilities for students with personal care needs are inadequate and do not afford them dignity and privacy. Uneven flooring and narrow and steep stairs pose health and safety risks to students with restricted mobility. Some staff who require adaptive aids themselves do not have access to appropriate resources. Good ICT resources are not readily available to students in this curriculum area to help them to develop the ability to work effectively on their own. Computers are outdated and the range of software is inadequate. ICT facilities across the college and several parts of the Ware site are not easily accessible to students of restricted mobility. Students with learning difficulties and/or disabilities are not given enough encouragement to use the college's recreational and social facilities and take part in college events. These students are at the margins of college activities.

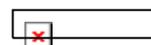
144. Promotional information about the college is not available in an appropriate variety of formats. Much of it is presented on written leaflets that many prospective students find hard to understand. Although the college has good links with local special schools, staff from these schools are not necessarily involved in helping prospective students choose a course that is right for them, and are not present when they are interviewed or enrolled. Some students enrol year after year on programmes that are unsuitable for them. Their choice of course is dictated by what they want to do, rather than what they need to do. For example, some students have enrolled on drama and first aid courses for several years and say they do so because they like them. These students, however, do not have clear learning objectives and there is little evidence that they have made progress on these courses. Students are not given a specific initial or diagnostic assessment to identify their preferred learning methods, the extent of their prior learning, or their needs for help with basic skills. Such diagnostic information is not gathered and taken into account in individual learning plans. Where initial assessment does take place, it is rudimentary and not taken into account in course planning. For adult learners, the educational objectives in their care plans are reflected in their individual learning plans. High numbers of students receive one-to-one support in order that their learning and care needs may be met. For some of these students, support provided in this way is not appropriate and they do not receive enough support during the lessons themselves. There is no systematic identification, monitoring and recording of individual students' progress. Teachers do not measure the distance travelled by students towards achieving their long-term aims of increasing their independence and making the transition to FE or employment. Assessment and review of individual students' learning are unsatisfactory.

145. Students receive good help with personal problems. There is good liaison with parents, carers and advocates. There are good links with the speech and language, community health and occupational therapy services. A strong team of support assistants meets the needs of students with communication difficulties. Specialist artists and musicians use their extensive skills and knowledge to enrich the students' experience. All full-time and many part-time students benefit from tutorials and some of these are particularly good. Personal tutors hold transition reviews to find out whether students are ready to progress to a further course.

Leadership and management

146. Leadership and management of the school are unsatisfactory. The management structure is unsuitable for ensuring there is proper management control over the three large areas of provision. There are not enough full-time members of staff. The span of control across three very large areas of provision is too wide. There are not enough full-time members of staff. There is strong curricular leadership of provision for students with learning difficulties and/or disabilities. Quality assurance arrangements, however, are not effective. They do not focus sufficiently on the quality of teaching and the effectiveness of learning. The self-assessment process lacks rigour and is not used effectively to identify how provision can be improved.

Literacy, numeracy and English for speakers of other languages



Overall provision in this area is **satisfactory (grade 3)**

Strengths

- effective initial assessment to identify adult students' needs
- responsiveness of teaching to adult students' needs and aspirations
- effective use of individual learning plans
- good specialist support for visually and hearing impaired students
- good work-based provision.

Weaknesses

- consistently low pass rates in literacy and numeracy
- few staff with teaching qualifications in basic skills and ESOL
- insufficient liaison between basic skills/ESOL teachers and additional learning support staff
- weak Life Skills programme.

Scope of provision

147. There is a range of provision at foundation level. The majority of students are adults. There are 182 adults on part-time literacy and numeracy courses at a range of levels from entry to level 1. There are 124 students on full-time and part-time courses from beginners' level to advanced level for ESOL. There are also 140 adult students on a part-time work-based learning course at a wholesale distribution centre. On the Work Plus course, 44 students aged 16 to 18, who are employed, attend the college on a part-time basis for literacy and numeracy courses. There are 12 young people on a full-time Life Skills programme. The number of students on college-based courses has remained static, but there has been steady growth in work-based learning.

Achievements and standards

148. The achievements of adult students in literacy and numeracy have been consistently low. Pass rates on courses leading to City and Guilds Wordpower and Numberpower are below national average. Pass rates on ESOL courses have varied considerably. Retention rates on all courses are in line with the national average. Many students progress to further study, training or work. Well-developed individual learning plans are used effectively and students are set realistic targets. Students are able to use their plans to monitor and assess their own progress. Teachers carry out effective reviews of each students' progress. Attendance is good on all courses.

Quality of education and training

149. The majority of the teaching is at least satisfactory or better. Teachers plan programmes and lessons carefully. Teachers are enthusiastic and committed to helping their students succeed. The initial assessment process is effective in identifying students' needs. The initial assessment techniques used with adults are particularly good. Information gathered during the assessment process is used to draw up detailed individual learning plans with specific, realistic targets. The most effective learning takes place when lessons have clearly defined objectives that relate to the students' individual learning plans. In these lessons, appropriate assessment techniques are used to build upon and develop students' prior knowledge and skills. Learning activities reflect students' interests, personal circumstances or vocational goals. For example, ESOL students focus on language for the world of work. Students work at their own pace and develop the skills of working on their own. Teachers question students skilfully to find out how much they have understood and learnt. At the end of lessons, the teacher and students plan the targets for the next lesson. For students aged 16 to 18, however, the teaching materials used, and the work which students undertake in literacy and numeracy, is not related or linked effectively to their main programme of study. In some lessons, students are given learning activities that are too easy for them. Teachers do not always make sufficient demands of their students to encourage them to improve. In all lessons, students spend a disproportionate amount of time working by themselves. They are seldom required to work together in pairs or small groups in order to learn how to collaborate effectively with others and solve problems collectively. In one tutorial period, students were engaged in group work in the form of a discussion about what they had achieved on work experience. They explored and built upon one another's contributions. One student was delighted to have been offered a permanent job by his work-placement provider and attributed this success in part to skills developed through role-play exercises in class. The rest of the group celebrated the student's success.

150. The Life Skills course is weak. It does not enable young people to acquire the skills and knowledge necessary to gain employment. The programme is poorly designed with an overemphasis on classroom activities. Learners, particularly young men, are not given enough work experience.

151. The college is developing some work-based provision at a national retailing distribution centre and learners find this both demanding and exciting. In partnership with unions and the company's personnel department, the college has built a model of good practice in work-based provision for literacy and numeracy. Employees are stimulated by the good accommodation, up-to-date computers, and well presented materials to give up their own time to improve their skills in literacy and numeracy. Employees undertake between two to eight hours training each week according to their need. Training is flexibly arranged to be available and operates on all three work shifts, including during the night.

152. Support for students with visual or hearing impairments is good. The support such students receive from teachers during lessons is timely and is given sensitively. In three lessons observed, students with sensory impairments found alternative ways to communicate effectively. One student gave a funny and poignant talk to the group on how his barriers to learning had been broken down through the course.

153. Teachers are enthusiastic and committed to helping the students succeed. All have undertaken basic training and qualifications in literacy, numeracy and ESOL. However, these qualifications are

designed for learning assistants and volunteers and not for teachers. Some staff who do not have teaching qualifications in basic skills and ESOL do not use a sufficiently wide range of teaching methods and learning materials. There are insufficient full-time staff to match the projected growth in student numbers. Most of the accommodation for the teaching of literacy and numeracy is good on both sites. However, some accommodation for ESOL and Life Skills students at the Broxbourne site is poor. Students have good access to computers, but there is not enough appropriate software to help them improve their literacy and numeracy skills.

Leadership and management

154. Managers do not give sufficient priority to helping students improve their performance and to raising pass rates. There is insufficient rigour in the implementation of action plans. Not enough attention is given to evaluating progress in improving the effectiveness of teaching and learning. There is insufficient liaison between staff who teach on basic skills and ESOL courses and those staff who provide help with basic skills to students across the college.

Part D: College data

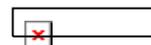
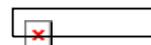


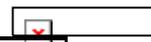
Table 1: Enrolments by level of study and age



Level	16-18 %	19+ %
1	19	1
2	31	5
3	13	5
4/5	0	0
Other	37	89
Total	100	100

Source: Provided by the college in spring 2002.

Table 2: Enrolments by curriculum area and age



Curriculum area	16-18 No.	19+ No.	Total Enrolments %
Science	2,933	6,772	31
Agriculture	5	25	0
Construction	310	542	3
Engineering	170	290	1

Business	597	1,187	6
Hotel and catering	489	1,857	8
Health and community care	794	2,124	9
Art and design	790	2,223	10
Humanities	4,186	2,843	23
Basic education	185	2,626	9
Other	0	15	0
Total	10,459	20,504	100

Source: Provided by the college in spring 2002.

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year					
		16-18			19+		
		1997/ 98	1998/ 99	1999/ 2000	1997/ 98	1998/ 99	1999/ 2000
		1	Starters excluding transfers	747	1,088	1,109	1,313
	Retention rate (%)	82	86	83	86	82	88
	National average (%)	82	80	80	80	78	79
	Pass rate (%)	35	63	60	72	63	72
	National average (%)	59	62	66	61	63	68
2	Starters excluding transfers	1,567	1,864	1,844	906	1,207	1,486
	Retention rate (%)	75	74	77	79	78	83
	National average (%)	77	76	77	80	79	79
	Pass rate (%)	61	62	52	67	67	53
	National average (%)	63	67	68	66	65	68
3	Starters excluding transfers	1,273	1,209	1,187	1,001	1,217	1,307
	Retention rate (%)	74	75	77	85	78	78
	National average (%)	78	77	77	79	79	79
	Pass rate (%)	72	69	75	70	67	64
	National average (%)	70	72	73	63	65	69

Note: Summary of retention and achievement for the last three years by age and level of course, compared against national averages for colleges of the same type (that is general FE/tertiary or sixth form colleges).

Sources of information:

1. National averages: *Benchmarking Data 1997/98 to 1999/00: Retention and Achievement Rates in Further Education Colleges in England*, The Further Education Funding Council, September 2000.
2. College rates for 1997/98 - 1998/99: *Benchmarking Data 1997/98 to 1999/00: Retention and Achievement Rates*, produced by the Further Education Funding Council, September 2000.
3. College rates for 1999/00: provided by the college in spring 2002.

Table 4: Quality of teaching observed during the inspection by level

Courses	Teaching judged to be:			No of sessions observed
	Good or better %	Satisfactory %	Less than satisfactory %	
Level 3 (advanced)	53	37	10	119
Level 2 (intermediate)	56	37	7	103
Level 1 (foundation)	64	32	4	44
Other sessions	54	28	18	39
Totals	56	35	9	305

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