



ADULT LEARNING
INSPECTORATE



Carshalton College

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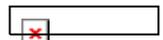
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Basic information about the college

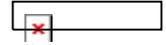


Name of college:	Carshalton College
Type of college:	General further education
Principal:	David Watkins
Address of college:	Nightingale Road Carshalton Surrey SM5 2EJ
Telephone number:	020 8544 4444
Fax number:	020 8544 4440
Chair of governors:	Mavis Peart OBE
Unique reference number:	130455
Name of reporting inspector:	David Martin
Dates of inspection:	27 September-1 October 2004

Part A: Summary



Information about the college



Carshalton College is a medium-sized general further education (FE) college in the London Borough of Sutton. It is the only FE college in the borough, although there is a well-established adult education college. Local schools include some of the top-performing schools nationally and the college has made the decision not to compete with the academic programmes offered in the 14 local secondary school sixth forms.

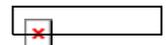
The college's curriculum is strongly vocational, with courses ranging from pre-entry to degree level. In 2003/04, there were 6,787 students, of whom just over 63% were adults, enrolled for 16,229 qualifications. Two-thirds of all students attended part time. The largest numbers of enrolments on qualifications were for courses in health and social care and early years, foundation studies, information and communications technology (ICT), business, management and professional studies and engineering. The college is the largest provider of work-based learning programmes in the London South Learning and Skills Council (LSC) area, with nearly 400 work-based learners in training. The college has significant contracts with Jobcentre plus, as part of its partnership activity, to help meet the needs of the community, especially for unwaged people. There is a centre of vocational excellence (CoVE) in childcare and early years education.

About half of the college's students are resident in the London Borough of Sutton, with a further 30% living in the neighbouring London boroughs of Croydon and Merton. The majority of students from Sutton are from three local schools which have very low levels of academic performance. Of the full-time students, 46% are recruited from schools where only 30% of pupils achieve five or more general certificates of secondary education (GCSEs) grade C and above, which is significantly below the national average for secondary schools of 52%.

The multicultural mix of learners has become more diverse over recent years, with 28% of students now coming from a wide range of minority ethnic groups. In Sutton, 9% of residents are from minority ethnic groups, whilst in Croydon and Merton the respective percentages are 31% and 26%. In 2003/04, 54% of students at the college were female.

The purpose of the college, as set out in its mission statement, is 'to help individuals, businesses and other organisations realise their ambitions through learning and skills development'.

How effective is the college?



Education and training are good in hospitality, leisure and tourism, health and social care and early years and in visual and performing arts and media. They are satisfactory in four curriculum areas and unsatisfactory in two: hairdressing and beauty and literacy and numeracy, English for speakers of other languages (ESOL) and employability training. Provision for ESOL received a contributory grade of satisfactory. Work-based learning is satisfactory in construction and health and social care and early years and unsatisfactory in engineering and hairdressing and beauty. The college's key strengths and areas that should be improved are listed below.

Key strengths

- firm leadership by senior managers and governors

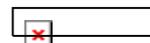
- good progress in addressing weaknesses identified at the last inspection
- good educational and social inclusion, which successfully widens participation
- good promotion of equality of opportunity
- the good provision in health and social care and early years, hospitality, leisure and tourism, and in the visual and performing arts and media
- the highly effective and well-managed provision for Jobcentre plus.

What should be improved

- pass and retention rates, especially at level 3
- the quality of teaching and learning in some areas
- the quality of provision in hairdressing and beauty
- the quality and management of work-based learning
- the management and delivery of additional support for literacy, numeracy and language
- the sharing of good practice.

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
Construction	Satisfactory. Contributory grade for work-based learning is satisfactory . Pass rates are high on many courses and retention rates are largely satisfactory, with some high on electrical installation courses. Retention and completion rates are good on the apprenticeship. Students' attendance is good. Practical teaching is good, and uses good resources, but theory teaching is inadequate. Work-based learning progress reviews lack rigour and the coordination of on-the-job and off-the-job training is poor.
Engineering, technology and manufacturing	Satisfactory. Contributory grade for work-based learning is unsatisfactory . There are high pass rates on some level 1 and 2 courses, but poor retention and pass rates on other level 2 and on level 3 courses. The standard of students' work is satisfactory. Teaching and learning are often good. The achievement of apprenticeship frameworks is poor. Motor vehicle workshops do not reflect current industrial environments. Progress reviews for work-based learners are poor.
Business, management and professional studies	Satisfactory. Pass and retention rates are high on level 1 accounting and office skills courses and largely in line with national averages on other courses. The standard of students' work is mostly satisfactory. Much teaching is good. Initial assessment of students' needs for additional support is poor, and support is inconsistent. Classrooms are too often overcrowded and there are insufficient technical resources.
Information and communications technology	Satisfactory. There is an extensive and flexible curriculum. Pass rates for adult students are high, but they are often low for students on full-time courses. Retention rates are largely satisfactory. Most students achieve good levels of practical skills. Teaching is good and students are comprehensively supported in their studies.
Hospitality, leisure and tourism	Good. Pass rates are high on advanced vocational certificate of education (AVCE) courses and mostly good or satisfactory on others, but retention rates have declined over the last year. Students' attendance is very good and they make good progress on their courses, especially in travel and tourism. Teaching and learning are good. Students are well supported, including through additional learning support.
Hairdressing and beauty therapy	Unsatisfactory. Contributory grade for work-based learning is unsatisfactory . The achievement of apprenticeship frameworks in hairdressing is poor and there are low rates of successful completion for the national vocational qualification (NVQ) level 2 in hairdressing. Pass and retention rates on full-time beauty therapy level 2 courses are good. Teaching is largely satisfactory, but practical teaching accommodation is overcrowded. Assessment is inadequate and there is poor coordination of work-based learning programmes.

Health and social care and early years	Good. Contributory grade for work-based learning is satisfactory . Most retention and pass rates are good, although pass rates are low on general national vocational qualification (GNVQ) foundation and intermediate courses. The completion of modern apprenticeship frameworks is low. There is much good teaching and learning on the wide range of programmes, and students make good progress. High-quality accommodation and resources are used well. Leadership and management are good, although internal verification has been weak. The CoVE is making significant positive impact.
Visual and performing arts and media	Good. Most pass rates are good and some are excellent. Retention rates are at least satisfactory on most courses and sometimes excellent. Students are well supported and attain good standards, but some art and design work at level 3 is insufficiently challenging. Teaching and learning in the performing arts are very good and excellent use is made of information and learning technology (ILT) in music technology and multi-media. A minority of lessons are planned poorly. Curriculum management is good.
Literacy and numeracy, English for speakers of other languages and employability training	Unsatisfactory. Contributory grade for ESOL is satisfactory . The management of additional learning support for literacy, numeracy and language is unsatisfactory and there is much unsatisfactory teaching of literacy and numeracy. Pass and retention rates are poor on general GCSE English and mathematics courses. In contrast, retention and pass rates are good on ESOL courses. Teaching is satisfactory for ESOL students. Progression is good on employability and pre-foundation programmes. Jobcentre plus programmes are of high quality and are well managed.

How well is the college led and managed?

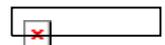
Leadership and management are satisfactory. The college has made good progress in rectifying the weaknesses identified at the last inspection. The principal, governors and managers have set a clear strategic direction for the college which is well understood and supported by staff. Governance is good. Governors monitor the performance of the college through a wide range of data and reports on achievement, retention rates and lesson observations. Self-assessment is effective. There are comprehensive quality assurance systems and explicit links between lesson observation and appraisal. However, managers have not been successful in securing improvements in all curriculum areas, and the management of work-based learning and additional support for literacy and numeracy is unsatisfactory. Most curriculum management is satisfactory or better, but provision in hairdressing and beauty therapy is unsatisfactory. Promotion of equality of opportunity is good. Links with external organisations are productive. Financial management is good, accommodation and facilities have been considerably improved and the college provides satisfactory value for money.

To what extent is the college educationally and socially inclusive?

The college's response to educational and social inclusion is good. Successful strategies to widen participation are based on inclusiveness and attracting less traditional students. A wide range of courses is available, with good progression routes from entry level to higher education (HE), in most

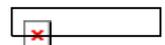
community profile. The college is accessible to students with restricted mobility and there are good facilities for students with learning disabilities. The college complies with its obligations under the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2001 (SENDA). Staff and governors have received appropriate training and there is a race, equality and diversity policy, with an action plan that is pursued. Students' achievements are analysed by ethnicity, underperforming groups are identified and effective action is taken to improve the performance of black learners. Staff recruitment, roles and appraisal are analysed by ethnicity. There are productive partnerships with schools and employers. Significant numbers of disaffected and disengaged young people attend the college. The Jobcentre plus programmes provide good opportunities for adults. There is, however, unsatisfactory provision of literacy and numeracy, including additional learning support.

How well are students and trainees guided and supported?



Support for students is satisfactory. The guidance and progression unit, responsible for both initial assessment and specialist support staff, has Matrix accreditation. Good information, advice and guidance are provided through the guidance shop. Initial assessment arrangements are unsatisfactory. Plans to complete all initial assessments prior to students starting their courses in September 2004 have not been fulfilled and the implementation of additional learning support is behind schedule. However, in a large number of curriculum areas, support workers make a significant contribution in lessons. Students' induction is satisfactory and many curriculum areas use vocational induction assessments to identify students' prior learning and experience or support needs. Individual learning plans have been improved for the current year. New college-wide tutorial schemes of work have successfully been introduced. Personal tutorials are inconsistently effective, although students receive good pastoral and course-related support from teachers. Good procedures are in place for managing punctuality and attendance. The college has a designated member of staff who is responsible for child protection issues, and the college's response to child protection guidelines and legislation is satisfactory.

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

- the supportive staff, who treat students as adults

- the way the principal walks around the college and speaks to students

- meeting other students

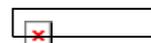
- the good support from teachers in lessons
- the clean and safe college environment, with the checking of students' identification
- the learning resources centre
- the `fantastic' music, multimedia and media facilities
- good access to lots of computers.

What they feel could be improved

- the number of security card readers, to speed up entry into college in the mornings
- the staggering of break-times, to reduce the long queues and congestion in the canteen
- the amount of car parking
- value for money in the canteen
- the quality of furnishing in the common room
- the number of toilets
- the number of clients in the hair and beauty salons

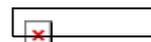
- o resources on art and design courses.

Other information



The college inspection report will normally be published 12 working weeks after the formal feedback of the inspection findings to the college. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local LSC. 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 local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

Part B: The college as a whole



Summary of grades awarded to teaching and learning by inspectors

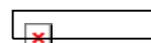


Aspect and learner type	Graded good or better (Grades 1 to 3) %	Graded satisfactory (Grade 4) %	Graded less than satisfactory (Grades 5 to 7) %
Teaching 16-18	60	31	9
19+ and WBL*	56	38	6
Learning 16-18	62	29	9
19+ and WBL*	57	35	8

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. Judgements on college achievements and standards for the period 2001/02 to 2002/03 are based on audited data produced by Ofsted, derived from data supplied by the college in its individual

data provided by the college at the time of the inspection. Because of the timing of the inspection, overall pass rate data for 2003/04 were incomplete. Where data were complete for specific courses, they were used by curriculum inspectors to help make their judgements. Retention data for 2003/04 were complete and were always used to inform judgements.

2. In 2003/04, there were 6,787 students, of whom just over 63% were adults. Some 50% of adults enrol on foundation level courses compared to 28% on intermediate courses and 22% on advanced programmes. Only 18% of young people enrol on advanced level courses compared to 46% and 36% on intermediate and foundation programmes respectively. The enrolment patterns reflect students' qualifications at entry to the college. Some 46% of students aged 16 to 18, for example, are recruited from three schools which have very low levels of academic performance. Success rates in 2002/03 for students from minority ethnic groups, who constitute 28% of enrolments, compare favourably with national averages for similar groups following foundation level courses. Performance is more variable at advanced and intermediate levels with below average success rates for most ethnic groups.

3. College data show that retention and pass rates have often improved in 2004, with most retention rates at or above national averages. However, there is considerable variation in retention and pass rates both within and between curriculum areas. In engineering, for example, there are high pass rates on some NVQ level 1 and 2 courses but poor retention and pass rates on the national diploma in engineering. In business, management and professional studies, retention and pass rates are in line with national averages on most courses but are high on foundation computerised accounts and copy typing speed skills courses. In ICT, there are high pass rates on courses for adults, whereas pass rates on full-time courses are poor. Retention and pass rates are good on full-time level 2 beauty therapy courses, but pass rates are poor on level 2 hairdressing courses. There has been a decline in retention rates in hospitality, leisure and tourism but they are good in health and social care and early years. ESOL students achieve well but pass rates on GCSE English and mathematics courses are low.

4. Overall attendance during the inspection was 82%, which is above the national average for similar colleges. It was particularly high in hospitality, leisure and tourism, at 94%, and well above national averages in construction and foundation provision. In all other areas, it was around the national average.

5. The standard of students' work is generally satisfactory. In construction, students work particularly well in college workshops and in the workplace and in engineering they develop good practical skills. Business students produce work that is appropriate for their level of study and many ICT students develop extensive computer skills. In practical catering lessons, students work in a professional manner and performing arts students show good performance skills. Hairdressing and beauty therapy students develop their practical skills but some make slow progress. Health and social care and early years students produce work of a high standard. Overall, inspectors judged students' attainment to be good or better in 51% of the lessons observed. Most students make good progress in the development of their personal and social skills whilst at college.

16 to 18 year olds

6. Overall, the retention rates for students aged 16 to 18 are satisfactory. Pass rates are good at foundation level but were below the overall national averages for general FE colleges at intermediate and advanced levels in 2002/03. Retention rates on foundation level courses were at the national average in 2003/04, having improved since 2000/01. Foundation level pass rates have improved significantly since 2000/01 and are now well above national average. At intermediate level, retention rates remained at the national average during the four years prior to the inspection. Intermediate level pass rates have been consistently below the national average over the last three years, although there has been some improvement. Pass rates for advanced level courses, with the smallest number of enrolments, have also been consistently below the national average. Overall retention rates for advanced level courses in 2003/04 were just below the national average but have improved by 10 percentage points since 2000/01. Retention and pass rates on short courses are in line with the high national averages.

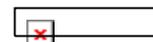
7. College data for 2003/04 for GNVQ and precursor courses are complete and indicate that pass rates on precursor courses at intermediate and advanced levels have improved and are well above the national average. By comparison, GNVQ pass rates at all levels continue to be below the national averages for general FE colleges. The pattern of improvement reflects the college's strategy of shifting provision from GNVQ to precursor-type courses. Success rates for young people on GCSE courses are low.

Adult learners

8. Overall, the retention rates for adults have improved significantly since 2000/01 and rates are well above the national average. Pass rates are satisfactory at foundation and intermediate levels, but are below the average for colleges of a similar type at advanced levels. For 2001/02 and 2002/03, the retention rate for students on foundation level courses was well above the national average. Retention rates declined in 2003/04 but remain well above the national average. Pass rates at this level have also significantly improved, to the national average in 2002/03. There has been continuous overall improvement in retention rates of students on intermediate level courses since 2000/01, with rates well above the national average in 2003/04. Pass rates for adults on intermediate courses also improved, from well below the national average to the national average in 2002/03. Retention rates for advanced courses improved significantly in 2003/04, to well above the national average. However, there was little improvement in pass rates on advanced courses, with rates remaining below the national average. Retention and pass rates of adults on short courses have improved and are in line with the high national averages.

9. In work-based learning, retention and completion rates are good for apprenticeships and satisfactory for advanced apprenticeships in construction. In health and social care achievement of apprenticeships is satisfactory but is poor for the advanced apprenticeships. Apprenticeship framework achievement rates are also poor in motor vehicle engineering and hairdressing.

Quality of education and training



10. Teaching, learning and attainment were graded in 141 lessons. At the time of the inspection, which was at the beginning of the academic year, many courses for adults had not yet started. The number of lessons observed for adult students was, therefore, smaller than would otherwise have been the case.

11. Teaching and learning were good or better in 58% of graded lessons, satisfactory in 34% and less than satisfactory in 8%. This percentage of better than satisfactory grades is slightly lower than the national average for similar colleges. Overall, teaching and learning were considered to be better than good in only 16% and 14% respectively of the lessons observed. For the college as a whole, the quality of teaching and learning is much the same for students of all ages. However, in construction, ICT and hairdressing and beauty therapy, teaching and learning for adults is significantly better than for students aged 16 to 18. Work-based learners have the least amount of teaching that is better than satisfactory. There are marked differences in the quality of teaching between the various levels of courses. Students on level 3 courses, such as national diplomas and the AVCE, benefit from the largest amount of teaching that is better than satisfactory. Only at this level did inspectors judge some teaching to be excellent. There is less teaching at level 1 than level 3 which is better than satisfactory, but the least teaching which is better than satisfactory is at level 2 and entry level.

12. There are significant variations in the quality of teaching between curriculum areas. The best teaching is in health and social care and early years, hospitality, leisure and tourism and ICT, where the amount of teaching which is better than satisfactory considerably exceeds national averages for similar colleges. Most other areas have a similar range of quality of teaching as the national averages. However, in hairdressing and beauty therapy, and provision for literacy and numeracy, the

proportion of teaching which is better than satisfactory is well below national averages. Of work-based learners, those in health and social care and early years have the best teaching and learning. Motivational training for Jobcentre plus clients is particularly good.

13. The most effective lessons are well planned and managed by skilful and enthusiastic teachers. Teachers are clear about what they want their students to achieve by the end of the lesson and determine a structure and content to facilitate this. In health and social care, and early years and in ICT, for example, lessons are well structured and the individual needs of students, including preferred learning styles, are well known and addressed. In the best lessons in provision for ESOL, teachers set challenging tasks and manage learning well, ensuring that all students practise the skills of speaking, listening, reading and writing. Enthusiastic teachers, who are most evident in Jobcentre plus provision, ICT, business, management and professional studies, health and social care and early years, hospitality, leisure and tourism and the performing arts, stimulate and motivate students to be involved and to understand. Students are encouraged to manage their own learning and teachers use questions effectively to test students' understanding and to extend their learning. In some areas, such as health and social care and early years, students are successfully encouraged to link their learning from lessons with their practical work experiences. There is very good use of ILT in music technology and multi-media and good use in some engineering lessons.

14. Teaching in practical lessons for construction and engineering is often good. In construction, good references are made to regulations and codes of practice and teachers expertly use students' work experience to promote discussion and to help to reinforce learning. In engineering, in college-based courses, teachers set high standards and use a good range of tasks to help students' development. Work-based learners' practical skills are developed effectively and safely. Practical training is mainly satisfactory in hairdressing and beauty therapy.

15. The less successful lessons are insufficiently planned and teachers do not apply the basic principles of good teaching. In the weakest lessons, students are not given clear aims and objectives. Teachers talk too much and answer their own questions. They pay too little attention to matching teaching to the needs of students, as is the case with much of the teaching for literacy and numeracy. Poorer lessons often involve too much theory, without adequate reference to practical situations. Students are insufficiently involved and there is little checking that students understand or are learning. Theory teaching in construction is insufficiently challenging and fails to engage and motivate students, and in literacy and numeracy, activities are dull and uninspiring. The use of ILT in lessons is inadequate in construction, hairdressing and beauty therapy and in hospitality, leisure and tourism.

16. The college recognises that key skills management and development has been inadequate. A revised strategy to focus key skills delivery through curriculum areas, to place a greater emphasis on students' attendance and to introduce some aspects of on-line assessment has been introduced. It is too early to judge the effectiveness of these actions, although in some curriculum areas, such as construction, key skills work is integrated effectively. No comprehensive data on the uptake and achievement of key skills in 2003/04 were available during the inspection.

17. The college appropriately balances the need for security with that of an open and welcoming environment. Students consider themselves to be in a generally safe environment. A single point of access for learners and members of the public is monitored effectively. There is a welcoming initial environment with students' services, and other publicly accessed facilities, such as the college restaurant and hairdressing salon.

18. The college has mostly good and well-maintained accommodation. Many areas have been recently refurbished, and are light and airy. Most workshops and classrooms have been refurbished to a high standard, with appropriate furnishings and specialist teaching equipment. Accommodation in health and social care and early years is particularly good. Motor vehicle workshops do not reflect current industrial environments and the hall and students' common room are of low quality. There is some unsatisfactory use of accommodation. Some students and staff, for example, in business, work in cramped conditions which impede learning and pose a potential safety risk. Learning is also impeded by the noise from other groups in the new learning centre.

19. Teachers are well qualified and experienced in their specialist areas. There is an appropriate emphasis on specialist skills in recruiting teachers into this vocationally focused college. The last year has seen a high level of recruitment activity, following reorganisation and the development of new programmes; 30 new teaching posts have been created. Just under 50% of teachers have recognised teaching qualifications. The college recognises the challenge to teaching and learning this creates and many teachers are undertaking training. The college has recently appointed a staff development officer. Staff development is informed by a suitable staff appraisal process. There is a good range of vocationally related professional development, which is taken up by staff. E-learning champions have been appointed to support teachers. Technical and support staff effectively facilitate the work of teachers and students.

20. A satisfactory range of industry-standard specialist equipment is available to most students. There is excellent specialist equipment in health and social care and early years, as part of the CoVE. The electrical installation area has been recently upgraded and provides access to appropriate facilities. A good, well-maintained ICT infrastructure supports learning. Since the last inspection, there has been a significant investment in extending and modernising access to ICT for students and staff. Most computer hardware is modern or new, and it is well maintained. A particularly useful ICT helpdesk effectively supports users.

21. The availability of areas for independent study is satisfactory. The college has recently extended its learning centre which provides appropriate access to both paper-based and electronic learning materials. There has been an increased investment in book stock, and learners have good access to on-line learning packages. Learning centre staff provide good support for students. The college has introduced a suitable virtual learning environment which can be accessed easily.

22. Access to, and within, the college for those with limited mobility is good. There are ramps, upgraded lifts, assisted doors to some areas and spacious corridors. There is appropriate support for those with identified hearing impairment. Individual wireless sound amplification is available.

23. The assessment and monitoring of students' progress are satisfactory overall. Assessment is especially well planned for hospitality, leisure and tourism students and is detailed and accurate in health and social care and early years. Well-designed assignments are often the outcome of joint work by course teams. In most cases, work is marked well and teachers provide helpful feedback to students. For apprentices, there is inadequate assessment of their regular workplace activities and an over-reliance on standardised written assessments, rather than using a range of assessment strategies. On many courses, key skills activities are fully integrated into assignments, for example, in motor vehicle engineering and hairdressing. Students who receive additional support are assessed at the end of the summer term to check their progress and to help plan the subsequent year's support.

24. Recently revised individual learning plans are not consistently used to best effect in order to plan, determine and promote progress. For example, in business, many students are unaware that they have individual learning plans. In contrast, in hairdressing, additional useful information has been added to help students to relate the plans to their work. In health and social care and early years, reviews are well documented and work-based learners' progress in early years courses is carefully recorded and monitored. Sometimes, plans and progress are discussed in inappropriate surroundings, with a lack of privacy.

25. Progress reviews for work-based learners are poor in engineering. Other progress reviews on work-based learning programmes, for example, in construction, do not involve employers sufficiently. Targets and action-planning information are completed prior to employers seeing the forms. Opportunities for linking on-the-job and off-the-job training activities and supporting students to set realistic targets are missed.

26. Internal verification procedures are largely satisfactory, but the procedures are inconsistently effective. On engineering courses, for example, internal verifiers provide constructive feedback for assessors and monitor improvements. However, in health and social care and early years, internal verification has failed to address critical issues or improve assessment practices.

27. There is appropriate market research to inform curriculum planning. A market research analyst undertakes primary research and supports the curriculum areas in their course development. Particularly effective market research has been undertaken by the arts and media, early years, catering and hospitality, the e-skills and ICT academies. The college regularly collects and analyses feedback from students and employers.

28. The range of courses, to meet the needs of students and to support progression, is good. All areas offer level 1 programmes, with the exception of music technology, and many offer pre-entry provision. For example, provision from entry level to level 4 is available in ICT. In this area, there is also significant distance learning provision. The college is the largest provider of work-based learning in the south London area. It also offers a large employability programme, including basic employability training and Jobcentre plus. Curriculum areas offer good progression opportunities to HE, through college-developed programmes or in partnership with other HE institutions.

29. Good partnerships promote widening participation. The college is developing productive links with local schools, and there are good links with regional HE providers. The college works closely with the Connexions service, local chambers of commerce and employers. For example, employer forums are held once a term in the ICT area, where links with small-sized to medium-sized enterprises and the local 'business link' inform curriculum development. In health and social care and early years, good links with industry support the development of the CoVE. The motor vehicle area has particularly effective links with a local paint manufacturer who provides materials and curriculum input.

30. There is effective promotion of provision, including to traditionally under-represented groups. The college internet website, which has been improved recently, provides good details of the curriculum. The prospectus is well designed and contains interesting articles and features to motivate learners. Appropriate use is made of the students who are used as college ambassadors during school visits and on-site promotional events.

31. The college's guidance services have achieved the national Matrix standards. Good information, advice and guidance are provided by staff in the guidance shop, which is conveniently located close to the college's main reception area. They provide their services to prospective students or the general enquirer, either on a drop-in or an appointment basis. Information is comprehensive, covering college and other provider courses, careers information, financial support and general information about next steps in education and training.

32. Students' induction is satisfactory. The two-week, college-wide induction programme includes introductions to the college as a whole, the curriculum area and course and qualification requirements. Many curriculum areas use vocational induction assessments to identify students' prior learning and experience or support needs. The best induction provision is in visual and performing arts and media, construction and ICT.

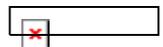
33. A guidance and progression unit is responsible for the initial assessment of students and for specialist additional support staff. Over 30 staff are managed as two teams; for literacy, numeracy and ESOL and for students with specific learning difficulties and/or disabilities. Specialist staff include: 15 learning support workers, two dyslexia specialists and student mentors. Support teams have clear roles and responsibilities and there are named guidance staff affiliated to academies, to help co-ordinate support activities. In a good number of curriculum areas, support workers make a significant contribution in lessons. They complete comprehensive records, which are kept centrally. A new and well-equipped skills workshop provides a drop-in centre for initial assessments and for arranging additional support.

34. Initial assessment arrangements are unsatisfactory. Plans to complete all initial assessments prior to students starting their courses in September 2004 have not been fulfilled. Many students have still not been assessed in week three of their term and the implementation of additional learning support is behind schedule. Test outcomes are slow in getting to students and tutors and are not always consulted to decide the level of programme a student should join.

35. Students are provided with good personal counselling, advice and welfare, housing and childcare services. The college also provides financial help for students experiencing hardship. Students also receive good advice on employment opportunities in collaboration with Connexions.

36. New college-wide tutorial schemes of work have successfully been introduced. Curriculum areas can personalise the schemes of work to suit their students' needs, so long as the core input is maintained. The tutorial programme, of weekly group and individual sessions, is mandatory for full-time students. Substantial part-time courses have weekly group and individual activities. Some courses invite external speakers, such as successful ex-students and industrialists. Personal tutorials are inconsistently effective as many take place in classrooms with the whole student group and there is inadequate privacy. Students receive good pastoral and course-related support from teachers. Good procedures are in place for managing punctuality and attendance.

Leadership and management



37. Leadership and management are satisfactory. The college has made significant progress in rectifying many of the weaknesses identified at the last inspection. The principal, governors and managers have set a clear strategic direction for the college which is well understood and supported by staff. There are comprehensive quality assurance systems in place and the management of most curriculum areas is satisfactory or better. Overall, retention and pass rates improved in 2003/04, but management has not been successful in bringing about improvements in all curriculum areas. The quality of teaching and learning is slightly below the national average for similar colleges. The college has recognised the weaknesses in work-based learning and in additional literacy and numeracy support and has sought to address them through a management reorganisation. There are significant weaknesses remaining to be addressed in both areas.

38. The college has made good progress in addressing many of the weaknesses identified at the last inspection. Management information has improved and now provides reliable and robust data upon which to base planning and quality assurance. Communication over data between curriculum areas and the management information team has been improved by the introduction of nominated link people. Accommodation at the college has been considerably improved and several curriculum areas, particularly health, social care and early years, now benefit from modern and attractive facilities. There have been significant improvements to ICT to support learning. An independent clerk to governors has been appointed. Attendance during inspection has improved from 74%, at the time of the last inspection, to above the national average, at 82%.

39. Overall, retention and pass rates declined in 2002. In 2003, there was a general trend of improvement in retention rates. Pass and retention rates at level 1 in 2003 improved to at or above national averages for adults. However, at level 3, retention and pass rates for students of all ages declined to below national averages. College data show that retention and pass rates have improved in 2004, with most retention rates at or above national averages. There has been a sharp improvement in retention rates for adults at levels 2 and 3. There remain some courses across the curriculum areas where retention and pass rates are poor.

40. The college has a clear strategic direction and mission, which is focused on promoting inclusiveness and widening participation by offering vocational provision to students who are underrepresented in FE. The strategic plan supports and promotes the college mission and is well understood and supported by managers and staff. Key challenges are appropriately identified and strategies are supported by detailed development plans. The principal provides firm leadership. He has taken action to improve performance in a number of areas, such as recruitment and turnover of staff, reorganisation of curriculum provision, improvements to buildings and facilities, and communication with staff. The reorganisation of management structures, carried out in 2003, is well established and generally effective. There has been an increase in the accountability of staff and managers for the performance of curriculum areas, and cross-college responsibilities have been

clarified.

41. Governance is good. An independent clerk has been appointed and there is a good range of expertise in the corporation. Governors demonstrate an appropriate knowledge of the performance of the college. The quality and curriculum committee receives detailed reports on retention and pass rates and monitors effectively the progress of areas causing concern. All self-assessment reports and lesson observation statistics are presented to the corporation and additional reports and monitoring are carried out when needed. Governors' self-assessment is firmly based on the performance of students. The governing body is active in seeking representation from all parts of the community it serves; a member of staff from a minority ethnic group has recently been appointed.

42. Financial management is good and the college provides satisfactory value for money. The college has been in the LSC's financial category A since 1992 and has met, or exceeded, targets for recruitment. Devolved budgets are carefully monitored and there is effective course costing. Communications within the college are good. The recently introduced intranet has improved the speed and quality of communication between managers and staff. The college has productive partnerships with schools, the community and employers. There are over 200 students aged 14 to 16 attending the college through the increased flexibility (IF) programme and the college's provision for disaffected and disengaged young people. The college works in partnership with a specialist college to provide learning opportunities for students with multiple and complex difficulties.

43. Quality assurance procedures are comprehensive. Self-assessment reports are supported by a range of evidence, including data and assessments against service standards. Reports are moderated and grades are examined. Self-assessment is generally accurate in most curriculum areas and the process actively involves staff. In engineering and construction, some weaknesses are understated and do not provide a sufficiently rigorous analysis upon which progress and improvements could be based. The college has established a lesson observation system which covers all staff, including part-time and agency teachers. Most teachers are observed in lessons. The grades awarded are generally at the national average but are higher than those awarded by inspectors. There are explicit links between lesson observation, appraisal and pay incentives. Grades awarded form part of the evidence required for line management review. Teachers with unsatisfactory grades are closely monitored through supportive action and are observed again within a short period. Target setting is well established at course and college level.

44. Curriculum management in most areas is satisfactory or better. It is good in Jobcentre plus programmes, hospitality, leisure and tourism, business, management and professional studies and the visual and performing arts and media. The management of additional support in literacy and numeracy is unsatisfactory, with too few students having access to consistent and effective support. Management of work-based learning in engineering and hairdressing is unsatisfactory with insufficient coordination of on-the-job and off-the-job training. Provision in hairdressing and beauty therapy is unsatisfactory.

45. Staff development needs are agreed during appraisal and are linked to strategic and operational objectives. Only 49% of teachers have a teaching qualification and a further 29% are currently taking qualifications at levels 1 to 3. The college has addressed shortages of teachers by appointing a large proportion of teachers with vocational and industry skills and experience, but who are not qualified teachers. In several curriculum areas, this has made a valuable contribution to teaching and learning. The college has reduced its dependency on agency teachers from 27% in 2003/04 to 17% at the time of the inspection. They are included in the lesson observation scheme but are not part of the college's system for appraisal and staff development.

46. The promotion of equality of opportunity is good. The college has responded appropriately to its statutory obligations. Staff and governors have received training in the Race Relations (amendment) Act 2000 and the SENDA. Students' performance is analysed by ethnicity and there is effective targeted action to improve results. For example, in 2002, the lower retention and pass rates of black students aged 16 to 18 led to the appointment of student mentors for them. Retention and pass rates at levels 1 and 2 showed significant improvements for this group of students in 2003. Regular reports by ethnicity on staff recruitment, management position and appraisal are produced and used. Effective action has been taken to overcome the higher percentage turnover of staff from minority

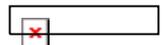
ethnic backgrounds, including support with work permit applications and language support. Students with multiple and complex difficulties have been enabled to learn at the college.

47. The management of additional learning support in literacy and numeracy is unsatisfactory and students requiring such support are poorly served. The college has a designated member of staff who is responsible for child protection issues and the college's response to child protection guidelines and legislation is satisfactory.

Part C: Curriculum and occupational areas



Construction



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

Strengths

- high pass rates on many courses

- high retention rates on City and Guilds LI 2360-08 and City and Guilds LI 2351 electrical installation courses

- good retention and completion rates for apprenticeships

- good practical teaching

- good specialist resources.

Weaknesses

- poor quality of students' portfolios

- inadequate theory teaching

- lack of rigour in work-based learner reviews

- poor coordination of on-the-job and off-the-job training.

Scope of provision

48. Construction provision is confined to electrical installation programmes at levels 1 to 3. Of the current 437 students, 103 are aged 16 to 18 and 313 are aged 19 or over. A substantial part of the provision is work-based learning with 137 apprentices and 77 advanced apprentices. The construction department has also attracted 21 pupils, aged 14 to 16, from partner schools. They follow a programme of study designed to give them an insight into a range of construction trades.

Achievement and standards

49. Pass rates are high on many courses. For example, in 2002/03, the pass rates on the two-year City and Guilds 2360-06 part 1, the one-year City and Guilds 2351, the short course City and Guilds 2391 and the NVQ level 3 programmes were well above the national averages. In contrast, the pass rate on the City and Guilds 2360-08 has declined steadily over the past three years to well below the national average. Retention rates over the same period on City and Guilds 2360-08 and City and Guilds 2351 are high and well above the national averages. College data for 2003/04, although not complete at the time of the inspection, show continuing high retention rates. The apprenticeship, starting in 2001/02 has good rates of retention and completion of frameworks. However, retention rates declined for the programme starting in 2002/03. Retention and completion rates on the advanced apprenticeship are satisfactory.

50. Many students make good progress towards their learning goals and students gain confidence and further personal skills during their courses. Students work particularly well in college workshops and in the workplace. They develop good practical skills to industry standards. In one practical lesson, students carrying out risk assessment, prior to commencing their tasks, identified the correct components and accessories needed to work safely. They then constructed good wiring diagrams for one-way lighting systems. Work-based learners gain a wide range of good construction site experience. Students' portfolios are of poor quality. They do not contain assessment plans, are poorly structured and the tasks achieved are not referenced to the NVQ performance criteria. Very few portfolios contain a range of diverse site-based evidence, such as assessors' observations and narrative explaining photographic evidence of the projects. Students' attendance is good; well above the national average for this area.

A sample of retention and pass rates in construction, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
City and Guilds 2360-06 electrical installation part 1 theory and practice (1 year)	1	No. of starts	47	44	51
		% retention	57	75	76
		% pass rate	63	61	59
City and Guilds 2360-	1	No. of starts	100	97	106

part 1 theory and practice (2 years)		% pass rate	87	82	94
City and Guilds 2360-07 electrical installation part 2 theory (1 year)	2	No. of starts	*	80	37
		% retention	*	94	86
		% pass rate	*	59	44
City and Guilds 2360-08 electrical installation part 2 theory and practice (1 year)	2	No. of starts	93	17	22
		% retention	90	100	91
		% pass rate	37	24	10
City and Guilds 2351 knowledge of electrical installation engineering (1 year)	2	No. of starts	29	78	64
		% retention	100	94	94
		% pass rate	10	96	97
City and Guilds 2391 inspection testing and certification of electrical installation (short course)	2	No. of starts	56	95	84
		% retention	96	97	98
		% pass rate	78	73	71
NVQ installing and commissioning electrical systems and equipment (1 year)	3	No. of starts	32	29	15
		% retention	100	31	80
		% pass rate	41	100	75

Source: ISR (2002 and 2003), college (2004)

* course did not run

Quality of education and training

51. The teaching of practical work is good or better, whilst much teaching of theory is poor. Most lessons are well planned and have clear learning outcomes, although these are insufficiently shared with students. In the best lessons, teachers use a good range of teaching approaches. They make good references to electrical wiring, work and supply regulations, together with British standards and codes of practice. In a very good practical lesson, the teacher expertly drew on students' work experience to promote discussion and to help reinforce learning.

52. Most theory lessons are uninspiring and ineffective in developing students' learning. They sometimes involve large groups with prolonged and disorganised input from teachers, who confuse students and fail to check their understanding. Students' participation is sometimes confined to taking notes, which are occasionally dictated. Teachers fail to use visual aids effectively to clarify key lesson concepts in a logical sequence. This often leaves students confused and inactive for long periods. ICT is not used to stimulate learning. The teaching of key skills is integrated into the curriculum and delivered in a vocational context through specific assignments. Most students enjoy key skills lessons and appreciate the value and relevance of key skills.

53. Staff are adequately qualified. Teachers have relevant vocational qualifications and possess, or are working towards, assessor and verifier awards. Students are well served by the accommodation and resources available. Many classrooms and specialist workshops have been enlarged and refurbished recently to a high standard. There are adequate electrical installation textbooks in the library and some additional material on CD-ROM and video. Work-based learners benefit from their experiences at high-quality construction sites. There is insufficient specialist computer software to support learning.

54. Programmes meet the needs and interests of students and employers. There are good

opportunities for progression to employment. Links with schools and employers are effective. The support provided to the extensive range of work-based employers is particularly good. There are 21 pupils aged 14 to 16 who attend the college to undertake units in electrical installation. Teachers visit the workplace to carry out work-based assessment. The college offers short courses in electrical installation to meet the needs of local industry. An employer forum, which meets termly, has been established to keep employers informed and respond to their needs.

55. Personal support for students is good. All full-time students have initial diagnostic assessment in communication and application of number to identify the additional support needed. Induction programmes incorporate health and safety issues well. Most students undertake vocationally relevant key skill assignments. Tutorial support is satisfactory. There is a lack of rigour in work-based learners' reviews. Students and employers are not involved effectively in reviewing progress against previously set targets for learners or in agreeing future targets. Some targets have no timescales for completion and there is no clear progression from one review to the next in terms of actions agreed and follow up. Targets set do not challenge and motivate learners or enable them to make sufficient progress towards their qualification. A copy of the completed review document is not given to the student or employer after the review.

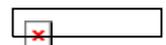
56. Employers are not regularly informed about what students do at college and how this relates to their on-the-job activities. College teaching is insufficiently influenced by students' work activities and progress and tends to be delivered in isolation. Few students and employers are aware that good site experience and performance can contribute to achieving the qualification in a shorter period.

Leadership and management

57. Curriculum leadership and management are satisfactory. Teachers meet regularly and their meetings are guided by appropriate agenda. Targets for retention and pass rates are set at course and academy levels and performance is compared with targets. The self-assessment report draws on the findings from internal teaching observations and course-level self-assessment reports. However, it fails to evaluate the quality of work-based learning, overstates some strengths and omits a number of weaknesses. The follow-up development plan is insufficiently evaluative and the monitoring of action plans is not clear. Internal verification procedures are satisfactory. There are effective sampling plans, internal verification checklists and internal verification programme records. Whilst equality of opportunity is practised, there is no plan to promote and monitor the effectiveness of equality of opportunity actions.

58. Employers feel well supported, although there is no employer handbook or specific written information given to employers to help them understand and develop their role. While site assessment is increasingly undertaken by college staff, the role of the work-based recorder is under-utilised. Health and safety is actively promoted and monitored but management information is not used well to evaluate the effectiveness of the work-based learning programme.

Engineering, technology and manufacturing



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

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

Strengths

- high pass rates on level 1 performing engineering operations and level 2 vehicle maintenance and repair

- good teaching and learning
- good range of programmes that meet students' and employers' needs
- productive external links.

Weaknesses

- poor achievement of apprenticeship frameworks
- poor retention and pass rates on the national diploma and poor retention rates on level 2 motor vehicle maintenance and repair
- unsatisfactory aspects of motor vehicle resources
- unsatisfactory progress reviews for work-based learners.

Scope of provision

59. Engineering provision consists of motor vehicle studies. There is a good range of learning opportunities for full-time students at levels 1, 2 and 3. There are 144 students aged 16 to 18, and 37 adults who study full time. There are 87 students who study part time, of which 37 are aged 19 and over. There are 42 pupils aged 14 to 16 who attend part time to study vocational awards certificated by the college. There are 51 work-based learners following apprenticeship training programmes; 32 are on apprenticeships and 19 are on advanced apprenticeships. Full-time programmes offer a broad curriculum experience and contain elements of electrical installation. Motor vehicle programmes cover body repair, and repair and maintenance for light vehicles.

Achievement and standards

60. Students' achievement is good for NVQ level 1 performing engineering operations and very good for the NVQ level 2 in motor vehicle maintenance and repair. Results for most students aged 16 to 18 on full-time programmes have been more variable, but are now at, or higher than, national averages. There have been poor retention and pass rates on the national diploma in engineering, but this course is no longer offered. Potential students are now enrolled on a different level 3 diploma course. Retention rates for the NVQ level 2 in vehicle maintenance and repair is less than satisfactory. The standard of students' work in lessons is mainly satisfactory, with some effective skill development in practical lessons. Work placements with employers provide good opportunities for

effective skills development. Apprentice framework achievement rates are poor in motor vehicle studies. College strategies are now in place to improve both retention and success rates. College data for 2003/04 indicate that these are having a positive impact on retention rates, but have not yet had time to improve framework achievements.

61. Overall, the standard of students' work is satisfactory, but is good for practical work, both in the workplace and in college. Students develop good practical skills in the use of automotive hand tools and associated equipment. Some students at higher levels take responsibility for measurement and assessment. For example, level 3 students take accurate measurements of body shell datum points with trammel bar measuring gauges. NVQ portfolios are satisfactory. A diverse range of evidence is included in portfolios, including photographs, job cards, written reports and work place assessment records. Attendance in lessons is satisfactory and absences are closely monitored and reported.

A sample of retention and pass rates in engineering, technology and manufacturing, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
NVQ performing engineering operations	1	No. of starts	20	36	55
		% retention	80	67	73
		% pass rate	100	100	84
Progression award in automobile and vehicle servicing and repair	1	No. of starts	*	25	69
		% retention	*	68	80
		% pass rate	*	76	60
NVQ vehicle maintenance - service replacement	2	No. of starts	18	24	*
		% retention	78	0	*
		% pass rate	64	0	*
Progression award in automobile and vehicle servicing and repair	2	No. of starts	*	24	47
		% retention	*	75	85
		% pass rate	*	72	65

Source: ISR (2002 and 2003), college (2004)

* course did not run

Quality of education and training

62. Much teaching and learning is good. Lessons and courses are often well planned. The better plans refer to methods of differentiation. Students receive good individual support from teachers and support staff. They make good use of their time and in most lessons make progress at a rate that suits their needs. Teachers build on students' previous knowledge, relate teaching to industrial applications and draw on students' experiences. In the best lessons, teachers use directed questioning to remind students of previous work and to test their learning. In some lessons, there is good use of ILT to present learning materials. A commercially produced ILT training package has recently been introduced and is encouraging a more standard approach to the delivery of theoretical subjects. Practical training, in college-based courses, is effective. Teachers set high standards and use a good range of tasks. Health and safety are given appropriate consideration. In a few theory lessons, there is an over-reliance on the teacher and students make too few contributions.

63. Work-based learners undergo satisfactory skills development in their workplaces. Skilled employees look after trainees. Practical skills are developed effectively and safely. Learners communicate well with more senior members of staff and their work colleagues.

64. Both learners and employers value the skills acquired at the college. Health and safety is monitored effectively in the work place. Not all learners are following the most appropriate NVQ for their workplace needs. The NVQ offered for the apprenticeship framework is in vehicle body repair. Apprentices in some placements benefit from a paint preparation and application NVQ by attending two additional evenings each week.

65. The motor vehicle training resources are unsatisfactory; car stock is very dated and does not reflect current industrial standards. Access to modern vehicles is very restricted. Space in workshops is cramped. Workshops are untidy, floors require painting and walkways and storage areas need delineating. Students report that waiting for hand tools is common and gaps on shadow tool boards indicate tool shortages. General accommodation is largely satisfactory. Most classrooms have displays applicable to engineering. However, theory teaching areas in the workshops are not decorated to the same standard and do not provide a stimulating working environment. The learning resource centre has a good range of engineering textbooks and periodicals, and provides access to computing facilities.

66. Engineering teachers are well qualified vocationally and all have, or are studying for, teaching qualifications. They all have recent industrial knowledge. Learning assistants play a significant role in workshops and, with technicians, make a good contribution to students' learning. Training co-ordinators do not hold occupation-specific or assessor qualifications, although the tutors who carry out the work-based assessments have industrial experience and the appropriate assessor and verifier awards.

67. Assessment practice is satisfactory. Most assignments and practical tasks are well designed and students are awarded appropriate grades. Students' marked work often does not contain sufficient written feedback to inform them of the actions needed in order to improve their own performance. Work-based assessment is satisfactory. However, schemes of work and assessment plans are not routinely shared with employers or supervisors, although this is now beginning. The coordination of on-the-job and off-the-job training is not sufficiently effective, with some missed opportunities for employers to plan work allocations to meet the needs of learners' work-based evidence collection.

68. There is a good range of programmes. Recent course restructuring provides students with a good choice. Many students progress through the programmes and some full-time students progress to employment, returning to college part time. There are good relationships with three local schools. Pupils from these schools attend college for three hours each week and undergo effective training, leading to a certificate of achievement. Some pupils subsequently become full-time students. Work-based learning programmes meet the needs of employers and learners. Employers are consulted over the choice of NVQ optional units. Level 2 programmes embed theoretical knowledge and principles and develop learners' engineering practical skills. There are good links with a local paint supplier, leading to donations of paint supplies and materials, such as abrasive papers, and demonstrations of new methods and techniques.

69. Progress reviews for work-based learners are unsatisfactory. They deal with their welfare, but do not focus on achievement and progression. Recording of progress is poor and targets to ensure progression are insufficient. Issues raised during review are recorded but actions taken are not. All new full-time and substantial part-time students are assessed for additional learning needs. However, the process is slow and not all students have yet been assessed. Some students receive additional help with their communications skills and a few are helped with other learning difficulties. All students have a personal tutor and full-time students have a timetabled tutorial, with appropriate activities. Work-based learners receive good levels of support from their employers and college training co-ordinators. Some employers have nominated mentors for their learners. Learners' progress is regularly reviewed by employers and learners are given time at work to carry out evidence gathering.

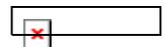
Leadership and management

70. Leadership and management are satisfactory. Programmes of study are well organised, after recent re-arrangements. The curriculum area's self-assessment report is a comprehensive document. It recognises some of the issues faced by engineering and includes actions to address

weaknesses. Some actions have already had an impact and improvements are evident. Course teams meet regularly and always discuss students' progress, but this is not always recorded. Observation of teaching and learning is well planned and takes place regularly. New teachers are observed more frequently and benefit from informal supportive observations by colleagues. Staff are reviewed twice yearly. Equality of opportunity is satisfactorily promoted. It is monitored in the workplace, but the reinforcement of equal opportunities on progress reviews is very general and not recorded in any detail.

71. Management of key skills and work-based assessment has been poor. Recent strategies have led to significant improvements in the delivery of key skills and the assessment of NVQs. Strategies include earlier starts, integration into the curriculum and more frequent on-line access to assessments.

Business, management and professional studies



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

Strengths

- much good teaching

- high retention and pass rates on the level 1 computerised accounts and copy typing speed skills courses

- a good range of vocational courses.

Weaknesses

- overcrowded classrooms and insufficient technical resources

- poor initial assessment and provision of additional learning support.

Scope of provision

72. There is a good range of vocational courses, available to students. There are currently 400 students in this provision. The full-time provision includes GNVQs at foundation and intermediate levels along with the AVCE course and a range of secretarial courses. There are no GCSE, general certificate of education advanced-level (GCE A-level) or advanced subsidiary-level (AS-level) business courses. The majority, some 92%, of the full-time students are aged 16 to 18. The part-time provision includes NVQs at foundation, intermediate and technician levels in accounting, along with a number of other accounting and secretarial qualifications. Over 75% of the students on these

courses are adults. There are also six pupils aged 14 to 16 from local schools. At the time of the inspection, there were only one apprentice and two advanced apprentices completing their qualifications. There are 18 learners studying for entry level qualifications. The college also offers a range of higher level management and professional courses along with a foundation degree in business.

Achievement and standards

73. Retention and pass rates are high on level 1 courses in computerised accounts and copy typing speed skills. The retention and pass rates were also well above national averages on the legal secretaries certificate in 2002 and 2003 but, in the current year, they have fallen to below the national average. On other courses, retention and pass rates are broadly in line with national averages. In 2004, retention and pass rates on the AVCE business course improved to around national average as did the retention rate on the GNVQ intermediate and NVQ level 2 accounts courses. Retention rates for those students undertaking key skills in communications levels 1 and 2, application of number level 1 and information technology (IT) level 1 improved significantly between 2001 and 2003 and are now at or above national average. The retention rate on application of number level 2 is still low. The pass rates are at or above national average for all these key skills.

74. The standard of students' work is generally appropriate to their level of study. Students on a level 4 management course displayed good knowledge of recruitment and selection procedures and were able to apply their experience in the workplace to the lesson content. Foundation level GNVQ students understood the purpose behind various financial documents, and students studying for the accounting technician qualification had a sound grasp of financial accounts. Average attendance in the lessons observed during the inspection was just below the national average, at 73%, and in some GNVQ foundation lessons attendance was particularly poor. Students were unpunctual in a few lessons. Many students progress on to higher level courses within the college.

A sample of retention and pass rates in business, management and professional studies, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
Computerised accounts	1	No. of starts	37	26	56
		% retention	86	96	100
		% pass rate	82	100	93
Copy typing speed skills	1	No. of starts	51	38	61
		% retention	86	100	98
		% pass rate	89	92	89
GNVQ intermediate	2	No. of starts	22	37	44
		% retention	91	62	82
		% pass rate	65	70	56
NVQ accounting	2	No. of starts	18	21	32
		% retention	61	76	81
		% pass rate	73	88	*
Legal secretaries certificate	2	No. of starts	24	**	36
		% retention	92	**	72
		% pass rate	86	**	62
AVCE business (GNVQ in 2002)	3	No. of starts	30	53	39
		% retention	77	70	74

		% pass rate	65	41	66
Conversion to AVCE double award	3	No. of starts	19	17	21
		% retention	100	100	100
		% pass rate	79	82	81
NVQ accounting	3	No. of starts	34	26	**
		% retention	91	77	**
		% pass rate	52	60	**

Source: ISR (2002 and 2003), college (2004)

* data not yet available

** fewer than 15 students enrolled

Quality of education and training

75. Much teaching is good. The better lessons are well planned and teachers use a variety of teaching approaches, including targeted questioning, to get the best from their students. In a GNVQ foundation lesson, the teacher successfully used a system of rewards of gold stars, bananas, oranges and chocolate bars to encourage the students. This, coupled with the use of praise and humour, ensured that all the students were involved in the lesson and were learning. His enthusiasm for the subject was infectious and made a lesson on the use of financial documents an interesting and enjoyable experience. In many lessons, teachers use up-to-date factual information and draw on the students' own experience at work to further their understanding and learning.

76. In a minority of lessons, teachers do not give sufficient thought to the differing abilities of students when planning, and teaching does not encourage learning or the students' involvement. Although punctuality was a problem in a number of lessons, this was not allowed to delay the start of lessons. In one AVCE lesson, the lecturer had designed a series of activities for students to carry out as soon as they arrived. They had relevant work to do and did not miss out on the main content of the lesson. All students aged 16 to 18, on level 2 and 3 courses, benefit from two weeks' work experience during their course.

77. Classrooms are often overcrowded and there are insufficient technical resources. Although the rooms are well maintained and attractively decorated, many are too small for the number of students using them. In some cases, the problem is exacerbated by the way teachers have arranged the furniture. Inspectors observed lessons where exit routes were obstructed, teachers found it difficult to move around the classroom to check progress and students had difficulty moving their chairs to facilitate group work. In some of the rooms, the temperature was too high. The business area is committed to extending the use of ICT to deliver the curriculum and has appointed an e-learning 'champion'. However, in many rooms, students have no access to IT. Although one classroom is well equipped, teachers are unable to use the new smartboard because of technical problems. There are no hearing loops in any of the rooms and students on keyboard skills courses have to provide their own copy stands. There are adequate numbers of teachers and they all have, or are working towards achieving, teaching qualifications. Teachers display relevant and up-to-date commercial knowledge.

78. Assessments are not used effectively to inform students of their progress. Many students are unaware that they have individual learning plans. Some marking is not as informative as it should be. Inspectors saw little evidence that students' spelling and grammatical errors were being corrected. Some lecturers do not annotate students' work.

79. Although there is no employers' forum and employers are not involved in curriculum planning, there are some positive links with employers. A number of large local employers regularly send their accounting trainees to the college. A group of local bank managers visit the college to help AVCE students with their assignment work. There are good links with local schools; they are viewed by the

college as partners rather than competitors. College teachers teach GNVQ intermediate business students in one local school and are regularly invited to other local schools to address Year 11 parents' evenings.

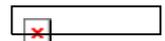
80. Initial assessment and the provision of additional learning support are poor. There is confusion between teachers and learning support staff over the new basic skills screening policy; in particular, as to whether all students are screened, or merely all full-time students and students who are on courses with substantial part-time hours. On some courses, some students have been screened, but others have not. Those who were at the college last year, and those who enrolled over the summer, have not been screened. There is no initial assessment for IT and no vocationally specific initial testing. Little additional support is currently being provided despite the fact that a large number of students have been identified as requiring support. However, two members of learning support staff are further assessing students, to determine how support could best be provided.

Leadership and management

81. Leadership and management are good. Since the recent reorganisation of the college, responsibility for business lies with the head of academy, business and professional. Prior to that, business was managed in two separate departments. There are now clear lines of responsibility. Staff understand the new structures and welcome the opportunities to work as a team and share good practice. Staff and students treat each other with respect and cultural differences are recognised, although the promotion and monitoring of equality of opportunity are not supported by an overall plan.

82. Self-assessment is an integral part of the quality process. Individual self-assessment reports are produced for each course and are an essential element of course review. The majority of staff, including agency teachers are involved in self-assessment. Targets for recruitment, retention and pass rates are agreed at course level and are monitored. Courses which have underperformed are identified and strategies have been put in place to improve retention rates. The internal verification policy is not consistently applied although there is good practice in accounting programmes, where procedures are followed and clear records are kept. The self-assessment report is sufficiently self-critical and identifies most of the strengths found by inspectors, although fails to recognise the two key weaknesses identified by them.

Information and communications technology



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

Strengths

- high pass rates on courses for adult learners

- good teaching and learning

- good student support

- o extensive and flexible curriculum.

Weaknesses

- o poor pass rates on full-time courses.

Scope of provision

83. The ICT provision for full-time students ranges from level 1 to level 4. The college also runs an HE access course for students who intend to progress to undergraduate degree courses. Evening classes are mostly attended by adults and are at levels 1 and 2. Shorter modular courses are also run at community centres and at a public library or are franchised to a local private training provider. There are 630 students currently undertaking ICT courses. Of these, 340 are on college courses, of which 193 are full-time students aged 16 to 18 and 4 are part-time students aged 16 to 18. There are 143 adult students of whom 67 are in full-time education. In addition, the college franchises the training of 140 part-time adult students. There are 50 adult students on part-time courses at community locations and about 100 adults undertake distance learning.

Achievement and standards

84. Pass rates are high on courses for adults. Those on courses such as European computer driving licence (ECDL) and the computer literacy and information technology (CLAIT) have been significantly improved by teaching the courses by modules. Retention rates on courses for adults have improved and are now satisfactory or better. Retention rates are particularly good on CLAIT courses. There is poor achievement on full-time courses. On almost all full-time courses, pass rates are significantly below national averages. The retention rates on the GNVQ and AVCE courses have improved and are now satisfactory. The college has sought to address poor pass rates by changing to Business Technology Education Council (BTEC) certificate and BTEC national courses, initially by running parallel courses on a pilot basis in 2003/04. At this stage, their retention and pass rates are still significantly below national averages, although they are improving for some programmes.

85. Much of the students' work is of a good standard. Many of them develop extensive computer skills and use computers effectively. Students have a good understanding of ICT subjects and applications and they frequently ask teachers challenging questions that demonstrate a good level of learning. Progression is satisfactory; 8% of adults enrol on a further training course and 35% of students progress to a higher level programme. Students' attendance and punctuality has significantly improved since the last inspection and is now satisfactory.

A sample of retention and pass rates in information and communications technology, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GNVQ foundation ICT	1	No. of starts	39	35	40
		% retention	56	60	88
		% pass rate	59	48	60
New CLAIT software skills	1	No. of starts	*	462	402
		% retention	*	100	92
		% pass rate	*	97	98

GNVQ intermediate ICT	2	No. of starts	40	64	49
		% retention	55	47	76
		% pass rate	55	63	57
ECDL	2	No. of starts	120	42	113
		% retention	18	43	100
		% pass rate	82	89	100
GNVQ advanced ICT	3	No. of starts	30	46	32
		% retention	70	52	86
		% pass rate	67	33	43
Conversion course: AVCE to AVCE double award	3	No. of starts	16	18	**
		% retention	94	83	**
		% pass rate	73	67	**

Source: ISR (2002 and 2003), college (2004)

* course did not run

**fewer than 15 students enrolled

Quality of education and training

86. Teaching and learning are good. In most lessons, the teaching is good or better and overall it is far better than the national average for similar colleges. Lessons are well structured and interesting. Lesson plans are effective and contain detailed learner outcomes. Teachers' explanations are consistently clear and concise. Question and answer techniques are used to good effect, to extend and reinforce learning and to check students' understanding. Students participate well in discussions, can work independently and are encouraged to evaluate their own work. Responses from students are praised, encouraged and valued. Some good use is made of data projectors, smartboards and the college intranet. Most of these visual aids were only installed recently and some teachers still have to be trained in their use. Assignments and exercises in IT and computer-based projects are used to good effect, for example, in editing graphical images. There are examples of very high-quality hand-outs, such as for the use of e-mails, with excellent diagrams that provide students with a summary of what has been taught. Some hand-outs encourage students to record their learning.

87. In a minority of lessons, teachers talk too much and miss opportunities to gain information from students. In the few weaker practical lessons, some students are not focused on their task and teachers spend most of their time with the more articulate students.

88. Resources are satisfactory. Most classrooms are equipped with up-to-date computer hardware. The software is adequate for most students' needs. However, operating systems do not reflect current commercial standards. Computer technician support is central to the provision and is available during the day and in the evening. There is prompt response to identified problems. Newly appointed teachers, many of whom have recent commercial experience, are well supported to work towards teaching qualifications. Some are also attending a wide range of additional IT courses in order to widen their subject knowledge.

89. Assessment of students' work is satisfactory. For most assignments, the assessment criteria and associated tasks are clear, with a good indication of tasks that will achieve higher grades. Some interesting assignments are set, such as creating a games-design website and a graphics package to help design a nightclub. Feedback on marked work varies in quality. Often, there is feedback against each criteria that gives credit for good work and identifies where students could improve. In a

significant minority of cases, teachers provide no written feedback and simply either tick or mark the work as achieved. Effective internal verification confirms this, as does the student evaluation survey.

90. A wide range of qualifications, from entry level to level 4, are offered for full-time students. A good number of part-time courses are delivered in the college, in the community, by a franchised private provider and by distance learning. Students have a good choice of entry points for courses, facilitated by the modular and unit structure. Students are from diverse backgrounds and some choose to travel long distances to attend the college. The number of female students is significantly increasing following promotion by the college. There is an active employer forum and strong links with a local university. The curriculum has recently been changed to more closely reflect the needs of industry.

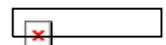
91. Students are well supported. They value the high level of personal support they receive from their tutors and from a specialist welfare facility. Tutorials are of a high quality and fully engage students. Tutors give positive written and verbal feedback on students' progress. There is good teaching support, both in lessons and at other times. An ICT 'helpline' is effective in providing good additional support and is available throughout the day and evening. Learning support assistants are effectively employed on some level 1 courses. Students receive prompt and useful support for their learning difficulties: for example, with dyslexia or visual impairment. The need for language support for some students has been quickly identified and has been provided by qualified ESOL tutors. Individual learning plans are effective and set clear targets for the students. Apart from late starters, all students have received a comprehensive induction which includes an initial diagnostic test.

Leadership and management

92. Management of the provision is satisfactory. There have been significant improvements in management in the past two years. There is a good sense of direction set by the manager with targets for each course team. Meetings are effective, both at team and management level, with good communication and sharing of good practice. There is good use of the intranet as a shared resource for teaching materials. Comprehensive staff development is open both to full-time and part-time teachers. This provides good training and support for new teachers. Distance learning and franchised provision are well managed and quality assured. Community learning is managed by another department, in close liaison with the ICT academy.

93. Observations of teaching and learning have contributed to improved performance. Good use is made of management information, including for the monitoring and analysis of equality and achievements data. The self-assessment report is evaluative and all staff participated in its production. Actions to address weaknesses in teaching, punctuality and the development of the intranet have already had a positive impact. The need to improve achievements for full-time students is clearly recognised. Inspectors agreed with most of the judgements in the self-assessment report, but many of the strengths were overstated.

Hospitality, leisure and tourism



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

Strengths

- high pass rates on AVCE courses

- good teaching and learning

- very good attendance
- good support for students.

Weaknesses

- declining retention rates in 2003/04 on most courses
- poor achievement of key skills.

Scope of provision

94. The college offers full-time and part-time courses in hospitality, leisure and tourism. Full-time courses include the BTEC national diploma in travel and tourism, GNVQ in leisure and tourism, AVCE in travel and tourism, the certificate in preparation for air cabin crew service, NVQ levels 2 and 3 in food preparation and cooking and level 2 in food and drink service. Full-time students may also take courses on air fares and ticketing, food hygiene, tour operators certificate and the national licensees certificate. Part-time courses are available in food hygiene, air ticketing and travel agency certificates, and NVQ level 2 food preparation and cooking. At the time of inspection, there were 158 students enrolled on full-time courses. Of these, 55 were enrolled on hospitality and catering courses and 103 on leisure, travel and tourism courses. Around 50 part-time students were enrolled, at that early stage of the academic year. In 2004/05, the AVCE leisure and recreation course has been replaced by the BTEC national programme in sport and exercise science and the AVCE travel and tourism by the BTEC national programme in travel and tourism

Achievement and standards

95. Pass rates on AVCE courses are consistently high and are well above national averages. On the AVCE double award in travel and tourism, the pass rate has been 100% for the last three years. Similarly, pass rates on the GNVQ intermediate leisure and tourism have been above the national average for two of the last three years. In contrast, pass rates on the NVQ level 2 food preparation and cooking course fell to just below the national average in 2003/04, although for the NVQ food and drink service, pass rates are still just above the national average. Retention rates were often good in 2002 and 2003, but for most courses they declined significantly in 2003/04, notably on the AVCE leisure and recreation course. Steps have been taken to address the decline in retention rates, with the offer of a change of course and a review of the student recruitment and selection process. The achievement of key skills has been poor. No students completed application of number in 2003/04. The college has addressed this issue for current students and progress has been made; key skills are now timetabled differently and are integrated into some assignments.

96. Students' attainment is often good in travel and tourism lessons. They respond well to questions and talk confidently about aspects of the industry, even though many were only in week three of their course at the time of the inspection. In one lesson, students gave brief presentations on travel organisations such as the Association of British Travel Agents (ABTA) and the International Air Transport Authority (IATA) and in another they competently explained abbreviations used in the travel industry. In practical catering sessions, students work in a professional manner and

demonstrate good levels of skill, appropriate to the stage of their course. For example, in their first opportunity to serve customers in the college's restaurant, students did well. In the busy restaurant environment, they effectively used their social and technical skills and achieved a good standard of service.

97. Students' attendance is very good and punctual. During the inspection, attendance was just over 93%. Students' progression into employment and FE and HE is good. For example, around 40% of the AVCE travel and tourism students entered HE in 2004.

A sample of retention and pass rates in hospitality, leisure and tourism, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GNVQ intermediate leisure and tourism	2	No. of starts	39	49	46
		% retention	69	78	70
		% pass rate	89	74	84
NVQ food preparation and cooking	2	No. of starts	55	61	36
		% retention	85	95	78
		% pass rate	91	79	71
NVQ food and drink service	2	No. of starts	40	37	41
		% retention	90	84	68
		% pass rate	86	84	78
AVCE leisure and recreation	3	No. of starts	18	18	19
		% retention	67	61	31
		% pass rate	83	82	100
AVCE travel and tourism single award	3	No. of starts	26	28	27
		% retention	85	93	59
		% pass rate	95	92	94
AVCE travel and tourism double award (1 year)	3	No. of starts	*	16	21
		% retention	*	81	95
		% pass rate	*	100	100

Source: ISR (2002 and 2003), college (2004)

* fewer than 15 students enrolled

Quality of education and training

98. Teaching and learning are good. Teaching programmes are well planned and lessons consistently gain and hold the interest of students, motivating and encouraging them to learn. Teachers are enthusiastic and make good use of students' questions and contributions to develop themes in lessons. They use group, paired and individual work to good effect. In most lessons, students are challenged and engaged in the learning activity. In a tourism lesson, students were given photographs and clues relating to either famous tourist destinations or key travel and leisure activities. Students enjoyed the task and worked with enthusiasm. The discussion following the activity was productive, with many additional points being raised by the teacher and the students. Practical hospitality lessons in realistic working environments provide catering students with good challenges, to which they successfully rise.

99. In the minority of the less successful lessons, students are insufficiently involved and in a few practical lessons, they are not always corrected when they make mistakes. Lessons held in the

learning resource centre suffered from interruptions and distractions from other students who were using the IT facilities. Some rooms have recently been equipped with data projectors and interactive whiteboards but these are not yet used regularly. Students benefit from a period of work placement, these are risk-assessed by the college and are well planned.

100. Resources are good overall. Classrooms are clean and bright and are well maintained and equipped. Some have data projectors and interactive whiteboards. Specialist resources for catering and hospitality are satisfactory with a training restaurant and bar, a skills kitchen and a production kitchen. Both kitchens are equipped with an appropriate range of industrial-standard equipment. The production kitchen is shared during the day with the college's catering service, which uses it to service the student café. The arrangement works successfully, although there are times when access to equipment is restricted. Students working in the evening have access to the full kitchen. Little use is made of IT in the practical areas, such as electronic booking systems or stock control systems. The effective virtual learning environment is widely used by students and provides course information, useful website links and assessments.

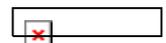
101. Planning, design and delivery of assessment are good. Initial assessment is used to set appropriate targets for students at the start of their courses. Targets are regularly reviewed by teachers with students. Targets are also set for assessment in realistic working environments. Assessment and internal verification are consistently carried out in accordance with awarding body standards. Feedback to students is both constructive and timely. Students value the quick return of marked work and the detailed comments that teachers make, which allows them time to resubmit their work if they wish to obtain a higher grade.

102. Support for students is good. Students on full-time courses have weekly timetabled tutorials which are used to set targets and monitor progress. Students also receive good pastoral care and support from staff. Initial diagnostic testing is carried out at enrolment for all full-time students, to identify specific additional learning support needs. When needed, support is provided. Teachers use this information effectively, including that on preferred learning styles, to plan lessons with individual students in mind. There has been a dedicated additional support worker for hospitality, leisure and tourism since April 2004 who provides effective contextualised support for students both in theory and practical lessons.

Leadership and management

103. The management of the curriculum area is good. Communication between teachers, the academy and the senior management team is effective. Teaching teams operate well and work closely together. Equality of opportunity and social inclusion are well managed. In lessons, reference is made to different cultures and differing individual needs. The quality of course delivery is monitored through a range of activities, including a programme of lesson observations, appraisal and the completion of an annual self-assessment report. The latter is completed at both course and area level and identify strengths and areas in need of improvement. Inspectors agreed with most of the judgements in the report. Action has been taken to address weakness identified in the self-assessment report, such as the review of key skills delivery and the allocation of a dedicated additional learning support worker.

Hairdressing and beauty therapy



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

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

Strengths

- good retention and pass rates on full-time beauty therapy level 2 courses
- good individual support for students in salon sessions.

Weaknesses

- poor achievement of apprenticeship frameworks in hairdressing
- low rates of successful completion for the NVQ level 2 in hairdressing
- overcrowded practical teaching areas
- inadequate assessment on hairdressing and some beauty therapy courses
- poor coordination of work-based learning programmes.

Scope of provision

104. The college offers full-time and part-time courses in hairdressing and beauty therapy. Full-time courses range from level 1 foundation to level 3. A range of NVQ courses is available in both hairdressing and beauty therapy. There is also a significant programme for the apprenticeship in hairdressing. At the time of inspection, there were 154 part-time students and 79 full-time students aged 16 to 18, and 174 part-time and 46 full-time adult students. There are currently 150 work-based learners on modern apprenticeship programmes.

Achievement and standards

105. Pass and retention rates on level 2 full-time beauty therapy course are good, with retention rates above national averages for the last two years and the pass rates on the one-year course well above the national average, at 100%.

106. The achievement of apprenticeship frameworks is poor. For apprentices, it has remained consistently low, at round 10%. Overall, of the 341 apprentices starting their programmes between 2000 and 2003, only 26 have so far achieved their framework. With 107 apprentices still in learning, the potential is for only 39% achievement at the best. For advanced apprentices, the framework achievement was only 5% in 2000/01, with no achievements in 2001/02. Overall, of the 34 advanced apprentices starting their programmes between 2000 and 2003, only one has completed successfully, with only five still in learning. There are signs of improvement in retention rates for learners starting in 2003/04, although it is too early to say if this will be maintained. On the apprenticeship, the retention rate is 75% and on the advanced apprenticeship, with six learners starting, it is 83%.

107. NVQ level 2 hairdressing achievements are also poor, with a combination of low retention and/or low pass rates. For the full-time college courses, in 2002 and 2003, either retention or pass rates, or both, were low. On the full-time level 2 one-year programme, in 2002/03, the retention rate was 33%, and pass rate 17%. On the two-year programme, in 2001/02, the retention rate was 74%, but the pass rate was only 14%, and in 2002/03, 100% of students passed, but the retention rate was only 6%. For apprentices, the pass rates was 46% in 2000/01, but fell to 23% in the two following years. It was only 16% for advanced apprentices in 2000/01, although it improved to 50% in 2001/02.

108. The majority of hairdressing and beauty therapy students develop acceptable practical skills to enable them to work effectively in salons. However, in one part-time beauty lesson, students' attainments were unsatisfactory as clients were not available for practice and assessment. The prior experience of learners, who work in salons at weekends, is not routinely recognised on work-based learning programmes and they make slow progress with the completion of the shampooing unit. Overall, students' attendance is satisfactory.

A sample of retention and pass rates in hairdressing and beauty therapy, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
NVQ beauty therapy (1 year)	2	No. of starts	*	*	19
		% retention	*	*	95
		% pass rate	*	*	100
NVQ beauty therapy (2 year)	2	No. of starts	6	20	*
		% retention	83	70	*
		% pass rate	100	79	*
NVQ hairdressing (1 year)	2	No. of starts	*	18	58
		% retention	*	33	74
		% pass rate	*	17	**
NVQ hairdressing (2 year)	2	No. of starts	47	16	*
		% retention	74	6	*
		% pass rate	14	100	*
Diploma in nail art	2	No. of starts	*	15	*
		% retention	*	93	*
		% pass rate	*	21	*
Certificate in nail treatments	2	No. of starts	*	*	137
		% retention	*	*	82
		% pass rate	*	*	82

Source: ISR (2002 and 2003), college (2004)

* course did not run

** incomplete data

Quality of education and training

109. Teaching and learning are satisfactory, but the proportion that is better than satisfactory is well below the national average. In too many lessons, there is insufficient attention paid to engaging all

students, an over-reliance on note taking, and only sporadic checking of learning. Most teachers have a good rapport with their students. Some imaginative teaching takes place for level 2 beauty therapy. For example, a teacher used a 'Chinese whispers' activity with a group of students to demonstrate the importance of good listening skills and a discrete method of questioning when dealing with clients. Students really enjoyed the activity and learned much of value. In a small number of beauty theory lessons, teachers use ICT, including computer-generated presentations, with confidence.

110. Both hairdressing and beauty therapy practical salon lessons are generally well organised. In level 3 hairdressing, good use is made of clients in practical demonstrations to students. Homework is regularly set, tracked and marked by most teachers. Attention to health and safety procedures is satisfactory. Students sterilise equipment and wear appropriate personal protective equipment.

111. Teaching accommodation is overcrowded. The college has invested in a major refurbishment of hairdressing and beauty accommodation. However, beauty therapy groups are too large to make effective use of the accommodation. For example, during the inspection, two treatment rooms were used together, providing 13 couches for a group of 18 full-time students. In another lesson, a part-time group of 12 students were in a treatment room with only 8 couches. Overcrowding severely limits assessment opportunities for the students. There is no separate beauty waiting area for clients and inadequate storage facilities for students' personal belongings. In hairdressing, there is a large open-plan salon that is often used simultaneously by two groups. High levels of noise from equipment, such as driers, combined with students talking above the noise to their clients disrupt learning. Theory rooms have no natural light and are poorly ventilated.

112. Students receive good individual support in college salon lessons. Teachers are ably assisted by assessors; this enables students to benefit from increased individual attention, with reduced waiting times before their work, including haircutting, practical techniques and colour choice, is checked. Induction takes place on all programmes, including on progression from one year to another. A college-wide tutorial scheme of work has been successfully personalised by the area and includes both pastoral and course-related lessons. Students believe tutorials to be useful and enjoyable.

113. Able technical support staff manage the dispensaries, which are adequately stocked with a range of suitable commercial products. IT equipment is available in most salons, but is not used by all staff. In beauty therapy, there is inadequate provision for students and clients with disabilities. For example, there is no hydraulic beauty couch that can adjust to all heights for ease of giving and receiving treatments. The library is stocked with a representative range of books, periodicals and videos, which are used by many students. Staff undertake continuous professional development, as required by awarding bodies. There is a peer observation scheme for teachers, but this has not sufficiently impacted on the quality of teaching.

114. Assessment of students' work and progress is inadequate on hairdressing and some beauty therapy courses. This is largely as a result of the shortage of clients, some poor assessment planning and insufficient assessment in the workplace for work-based learners. Client numbers are inadequate to provide appropriate assessment opportunities and in many practical lessons students are not in a realistic working environment. They gain little from working on hairdressing practise blocks, are not given targets and take much longer than required in a commercial salon. In beauty therapy, students routinely work on each other. In an NVQ level 2 lesson for part-time students, students receiving treatments expressed concern that they did not require the treatment being administered. Waxing skin with few, or short hairs, was not realistic practice. Level 3 students were observed carrying out level 2 treatments rather than developing new skills.

115. There are insufficient workplace and peripatetic assessors for the number of salons and learners. There are only three salons with qualified assessors and five college work-based assessors for 150 learners. In work-based learning, insufficient account is taken of the complete range of possible assessment opportunities in the workplace, such as direct observations and witness testimonies. Some learners make slow progress as a result.

116. Students' learning plans are insufficiently individualised. In work-based learning, learners do not

have a copy of their individual learning plan. Target dates for completion of all units are the same, regardless of learners' prior experiences or achievement, and do not always enable the completion of units within a realistic timescale. Some students who have completed initial assessment are unaware of plans to provide additional support. Work-based learning reviews take place every six weeks and, during the review, targets are set between the college assessor and the student. Employers are not always involved. Overall, there is an improving relationship with salon owners, some of whom have attended an employers' forum at the college.

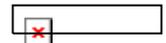
Leadership and management

117. Regular course team meetings provide a forum for discussions about course issues as well as concerns about individual students. There are satisfactory working relationships between managers and teachers. Management information is regularly shared with staff. Equality of opportunity is satisfactorily addressed during induction, at review and through the tutorial system.

118. Many of the weaknesses identified by inspectors are detailed in the self-assessment report and the development plan. For example, salon overcrowding is recognised and there are plans for changes to practical accommodation. However, there are weaknesses in quality assurance. Internal verification has not identified students' poor progress on some programmes and does not adequately cover the work of all students. The programme of peer and manager observation does not extend to work-based trainers.

119. Work-based learning is poorly co-ordinated. There are inadequate links between on-the-job and off-the-job training and work-based assessment is poorly planned and executed. The college does not routinely hold salon training information. Employers are not sufficiently involved in progress reviews and lack understanding of how they can contribute to training. The college has very recently introduced diaries for work-based learners in order to capture training and assessment evidence, and is beginning to work more closely with employers on training and assessment.

Health and social care and early years



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

Contributory grade for work-based learning is **satisfactory (grade 3)**

Strengths

- high retention and pass rates on early years, NVQ level 2 care and AVCE courses

- much good teaching and learning

- wide range of courses that offers good progression opportunities

- good links with employers and the community

- high-quality accommodation and resources that is used effectively.

Weaknesses

- low pass rates on the GNVQ foundation and intermediate courses
- poor completion of advanced apprenticeship frameworks
- weak internal verification of NVQ care courses.

Scope of provision

120. The area has been recognised as a CoVE for early years, care and education since 2002. It offers a good range of full-time and part-time programmes, which range from entry to employment (E2E) to HE. Full-time courses include access to HE programmes, the Council for Awards in Childcare and Education (CACHE) level 2 certificate and level 3 diploma and the GNVQ foundation, intermediate and advanced health and social care awards. Part-time courses are provided from foundation to advanced levels, in the day or evening. These include 'signalong', NVQ levels 2 and 3 in care and early years care and education, the advanced diploma in childcare and education and the dental surgery assistant advanced diploma. The college currently provides work-based learning for 39 apprentices, who are studying for awards in both care and early years care and education. Health and social care courses are also provided for pupils aged 14 to 16 from local schools. Accredited short courses and college-certificated courses are developed to meet identified training needs. At the time of the inspection, there were 702 students, of whom 279 were aged 16 to 18; 13 students were aged 14 to 16. Some 385 students are currently enrolled on full-time programmes and a further 304 study part time.

Achievement and standards

121. There are high retention and pass rates on early years, NVQ level 2 in care and AVCE courses. The pass rate for the certificate in childcare and education was 100% in 2003 and 2004. The NVQ level 2 care programme also had a pass rate of 100% in 2004 and a retention rate that was 26 percentage points above the national average. The CACHE foundation award in caring for children (CFCC) and the diploma in childcare and education both have significantly higher retention and pass rates than the national average. However, pass rates on GNVQ foundation and intermediate courses are poor. Although pass rates on the foundation GNVQ improved from 59% in 2003 to 65% in 2004, the rates are well below the national average of 80%. The pass rate for GNVQ intermediate in 2004 is 24 percentage points below the national average. Completion of advanced apprenticeship programmes is poor. Of the eight apprentices who joined the programme in 2001/02, five completed an NVQ. However, only 13% successfully completed the framework. This pattern was repeated in 2002/03 when 1 person completed an NVQ and only 13% completed the full programme. All of the eight students who joined the programme in 2003/04 are still in learning.

122. The college provides clear progression routes and many students who complete their courses return to study at a higher level. Students produce work of a high standard, and advanced-level students develop good analytical skills and are able to link theoretical perspectives to practice.

During one lesson, the class considered cultural and sociological perspectives and were able to discuss and analyse what is defined as the 'British culture' and how it reflected on them. Work placements are used well to develop work-based learners' skills.

A sample of retention and pass rates in health and social care and early years, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
Foundation award in caring for children	1	No. of starts	19	22	25
		% retention	84	69	84
		% pass rate	88	75	86
GNVQ intermediate, health and social care	2	No. of starts	19	27	31
		% retention	74	63	84
		% pass rate	50	59	65
NVQ care	2	No. of starts	*	132	124
		% retention	*	53	79
		% pass rate	*	57	100
Certificate in childcare and education	2	No. of starts	16	22	18
		% retention	69	73	67
		% pass rate	73	100	100
GNVQ advanced/ AVCE, health and social care	3	No. of starts	*	28	30
		% retention	*	79	83
		% pass rate	*	77	83
Diploma in childcare and education	3	No. of starts	33	31	25
		% retention	48	97	68
		% pass rate	38	90	82

Source: ISR (2002 and 2003), college (2004)

* fewer than 15 students enrolled

Quality of education and training

123. There is much good teaching and learning. Teachers are responsive to students' needs and their preferred learning styles. For example, during a foundation-level lesson, the teacher provided students with many practical activities to maintain their concentration and students shared their ideas and helped each other learn, through well-organised discussion groups. Students work well together, independently and in groups and teachers are enthusiastic and knowledgeable. Classroom management is good. Teachers effectively use questioning techniques to test students' understanding and to extend their learning. For example, during an effective lesson, students answered questions on child development, with the teacher encouraging them to answer in greater depth, using prompts to develop their knowledge and understanding. Students are also helped to link learning from lessons to their experiences in work placements. Teaching and learning in some lessons is adversely affected due to two groups being in the same room.

124. Resources to support learning are good. Teachers are occupationally competent and have recent, relevant industrial experience. Staff that are not qualified teachers are undertaking teacher training and all teachers within the area have, or are working towards, a teaching qualification. A wide range of practical equipment, from dental tools to art materials, is used effectively to support students' learning. Purpose-built accommodation is furnished and equipped to a high standard. Each room is fitted with whiteboards, flipcharts and overhead projectors, and many contain televisions,

video recorders, DVD players and computers to be used by students. Students' work is displayed effectively and all students have their own storage space. Some lessons are taught in other areas of the college where the rooms are too small for the groups using them.

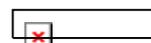
125. Assessment of early years and health and social care students is detailed and accurate, and is applied consistently across the area. Feedback is clear and constructive and helps students to develop their skills. However, internal verification on NVQ care programmes is weak. For eight months of 2004, there were too few qualified internal verifiers for the number of portfolios to be assessed. Verification took place at the end of the courses rather than at specified regular intervals. As a consequence, an over-reliance on written evidence in portfolios was not identified. A sampling strategy was not introduced until July 2004. Additional qualified internal verifiers have now been appointed and other weaknesses are being addressed. Students receive satisfactory support from their tutors and cross-college services. Reviews of students' progress are documented, and early years work-based learners' progress is carefully recorded and monitored.

126. Good links with employers and the community have been significantly further developed through the work of the CoVE. The college is part of a consortium with links to local businesses, employers, the early years development and childcare partnership and other education and childcare providers. The college has developed strong links with the Sutton early years development and childcare partnership to develop and deliver courses, such as the introduction to day care practice. They also work with the Sutton play service and local nurseries to develop and deliver playwork and childcare courses.

Leadership and management

127. Leadership and management are good. The college gained full CoVE status in January 2002 and is successfully meeting the objectives within the development plan. The development of the CoVE has enhanced management effectiveness, through improving target setting and review procedures. The CoVE development strategy is clearly set out and shared with the different partners within the partnership. Communication is good and staff work together well as a team. There are regular staff meetings, and minutes are circulated to all staff within the area. Self-assessment is effective in identifying strengths, weaknesses and areas for improvement and involves all full-time staff. Equality of opportunity is effectively promoted. Students understand the college policy and how it relates to them.

Visual and performing arts and media



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

Strengths

- excellent retention and pass rates in 2004 for AS-level photography and art and design

- many improving pass rates, often to high levels

- very good teaching and learning in performing arts

- very good use of ILT in music technology and multimedia
- good support for students.

Weaknesses

- inconsistently challenging art and design project work at level 3
- some unsatisfactory lesson planning.

Scope of provision

128. Courses are offered from level 1 to level 3. At level 1, the Edexcel introductory certificate in art, design and multimedia has now replaced the GNVQ foundation in art and design. First diploma courses in art and design, performing arts and media are available. At level 3, national diplomas are offered in multimedia, media production, music technology, performing arts and art and design. There are AS-level and GCE A-level courses in photography, both for full-time and part-time students, including adults in the evening. Other adult provision includes a 12-week short courses in voice and presentation and various photography and multimedia subjects. There are 327 students, of which 292 are on full-time courses. There are 66 students on the three levels of art and design courses, 50 on multimedia and 88 in media. Performing arts has 54 students and there are 44 in music technology.

Achievement and standards

129. In 2004, pass rates were excellent on the AS-level photography and art and design courses, with 95% of students achieving the qualification, and the pass rate for the national diploma in fine arts was 100%. On the GNVQ foundation art and design course, six of the seven completing students achieved distinctions. Pass rates for most courses have improved significantly in 2004, often to high levels and the retention rate is now on or around the national average for most courses. Performing arts students demonstrate good performance skills and most level 3 students are articulate in describing their work in a one-to-one or small group situation. GNVQ foundation students completed an interesting and varied project based around portraiture last year. Media students produce short film clips in various genres. One student has produced a short animation film that is used by the academy to promote its work. Performing arts students produce shows that are shown in a local professional theatre and open to a public audience. Students' attendance is satisfactory although too many students are late for their lessons, which adversely affects learning.

A sample of retention and pass rates in visual and performing arts and media, 2002 to 2004

Qualification	Level	Completion year:	2002	2003	2004
GNVQ intermediate/first diploma media	2	No. of starts	28	24	24
		% retention	54	83	75
		% pass rate	73	75	88

National diploma fine art	3	No. of starts	15	22	25
		% retention	73	59	75
		% pass rate	91	92	100
National diploma media production	3	No. of starts	27	24	33
		% retention	52	75	67
		% pass rate	86	89	91
National diploma multimedia	3	No. of starts	*	17	20
		% retention	*	71	75
		% pass rate	*	92	87
AS-level photography and art studies/fine art	3	No. of starts	50	25	26
		% retention	76	80	89
		% pass rate	71	35	95

Source: ISR (2002 and 2003), college (2004)

* course did not run

Quality of education and training

130. Teaching and learning in multimedia and music technology range from satisfactory to excellent, whilst in the performing arts they are consistently very good. In the better lessons, students are challenged creatively and technically and teachers have high expectations for their achievement. Performing arts lessons have clear aims and involve all students, regardless of their abilities. Teachers use imaginative approaches to gain students' interest and involvement. In one lesson, students explored the use of tension in acting and performance work. The teacher utilised some techniques from aikido with sub-groups of students, allowing them to feel and respond to unexpected movement even though they could not see the source. Lesson planning is, in some cases, unsatisfactory. One teacher had no lesson plan, whilst other plans are scant in their scope, leading to poor continuity in lessons.

131. Excellent use is made of ILT to support teaching and learning, including intelligent whiteboards in music technology and multimedia. In a music technology lesson, students experimented with a leading brand of proprietary music software. After being introduced to the drum grid facility, they used this in their club remix sampler, producing some interesting and varied results.

132. At level 3, art and design project work is inconsistently challenging. For example, a second-year project involved making a carrier bag, for which students were given a marked paper copy to fold, using their photocopied drawing work as the design. This failed to challenge them creatively, and many of the problem-solving activities around the three-dimensional nature of the work were supplied for them. In another case, a second-year portfolio, ready for HE interview, showed many exercise-based activities from year one of the course, including a basic colour wheel and early exploratory drawing work.

133. Teaching areas are well equipped. Resources are appropriate, with satisfactory numbers of computers and suitable software for multimedia and music technology. The television studio is adequate, but a little cramped for full group work. Good use is made of two local professional theatres, both for teaching and performance. One has a sprung floor for dance. Art and design studios are light and airy, although they have to be multi-purpose, doubling up as print-making areas and ceramic workshops when these subjects are being taught. Teachers are well qualified in their specialist subjects and most permanent teachers have a teaching qualification.

134. Students are well supported before and during their studies. Teachers, personal tutors and

students work closely together. Impartial initial guidance and advice helps prospective students to make an informed choice of course. Thorough induction, including health and safety and course-related information, allows students to make a good start. Initial assessment, to determine students' particular study and support needs, is comprehensive and thorough. Support is in place for students who are identified as requiring it. Tutorials are effective, with rapport evident between students and tutors. Assessment is well planned and executed, with timely written feedback that helps students to improve. Internal verification procedures are good.

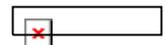
135. Students are encouraged to pursue their own interests in music technology and to bring these experiences to the tutorial sessions. The music technology tutor also goes to students' performances that are not part of their college programme. Performing arts students feel well supported by their peers as well as by teachers. They particularly value this as many claimed to have experienced bullying or harassment at school. Opportunities for progression from level 1 to level 3 courses in multimedia and art and design are good. Students are very positive about progression opportunities and cite this as a major reason for choosing the college.

Leadership and management

136. Curriculum management is good. The teaching team is largely new. Only 4 of the 23 teachers were in post prior to 2000, and many were appointed in the last few months. They are well supported, and listened to, by curriculum and senior managers. Improved quality assurance systems have made a positive impact on pass and retention rates, although they are yet to suitably influence all areas of teaching. Staff make good use of the wide range of staff development opportunities available to them.

137. Course leaders are aware of their own course data and use national averages to set benchmarks. Staff are involved in self-assessment and the report accurately reflects most of the strengths and weaknesses identified by inspectors. Students are from a wide range of backgrounds and their views and experiences are valued and used in their studies.

Literacy and numeracy, English for speakers of other languages and employability training



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

Contributory grade for ESOL is **satisfactory (grade 3)**

Strengths

- high rates of progression to employment from basic employability training (BET) programmes

- good progression from pre-foundation to foundation-level programmes

- high retention and pass rates on ESOL programmes

- highly effective and well-managed Jobcentre plus programmes.

Weaknesses

- unsatisfactory management of additional learning support for literacy, numeracy and language skills
- much unsatisfactory teaching and learning in literacy and numeracy
- low retention and pass rates on GCSE mathematics and English courses
- inadequate development of the E2E programme.

Scope of provision

138. The college offers ESOL programmes from pre-entry to level 3, and a small discrete literacy and numeracy programme. GCSE English and mathematics courses and key skills programmes in communication and application of number are also offered. Full-time, pre-foundation courses are provided for disaffected and disengaged young people. These provide progression opportunities to level 1 programmes. The college also offers BET, Jobcentre plus and E2E programmes. Most courses are offered during the day at the college's main site. Community-based provision is small. Basic skills support for vocational students is managed by the college's guidance and progression unit, which had only been recently established at the time of the inspection.

139. There are some 600 students enrolled on discrete programmes in the area, who are mainly full time. Most are enrolled on ESOL courses. There are 124 clients on Jobcentre plus/employability courses, including 13 on E2E, together with 76 students on pre-foundation programmes, 136 on community-based learning programmes and 29 on GCSE English or mathematics courses. In addition, 692 students have been identified as needing additional learning support.

Achievement and standards

140. Progression rates from BET programmes to employment are good. In 2003/04, 40% of adult work-based learner BET clients and 26% of other BET clients successfully obtained employment, against the Jobcentre plus target of 25%. Students who started pre-foundation programmes during the same period made good progress: 70% progressed to other college courses and 15% gained employment. Most ESOL courses retain all their students. Pass rates on ESOL programmes are consistently high and improved during the four years prior to the inspection. ESOL students achieve good grades in GCSE mathematics examinations. In 2003/04, for example, 74% achieved A* to C grades. Attendance at ESOL lessons is good. The ESOL provision is effective in improving students' confidence and self-esteem and students support each other well in lessons. Learners make good progress to vocational or GCE A-level programmes, university or employment.

141. Pass rates for GCSE English and mathematics are low and are well below national averages.

Adults achieve better than students aged 16 to 18, but pass rates are still low. Retention rates are low on GCSE mathematics courses and satisfactory for GCSE English. Pass rates in key skills are satisfactory overall, although the number of students entered for tests are low.

Quality of education and training

142. Motivational training on Jobcentre plus programmes is good. Most clients have been unemployed for some time, have low self-esteem and are poorly motivated to seek employment. Clients are helped to identify and assess barriers to employment, to boost their motivation, to set realistic life goals and to raise their self-esteem and confidence. The matching of clients to work placements is good and there are clear processes for assessing clients' readiness to commence work placements. Clients are required to take responsibility for developing their own curriculum vitae and for completing a portfolio. Skilled interviewing of clients by placement officers establishes their skills, interests and aspirations which helps secure appropriate placements. For example, one client, who had previously been employed in banking in another country, found a placement that enabled him to use existing manual accounting skills in the financial administration of the local council. Another client, who was interested in administration, found a placement in a library.

143. Teaching and learning in ESOL is satisfactory, although the proportion of good or better teaching is lower than the national averages. Teachers offer a suitable range of activities and materials to ensure that all students practise the skills of speaking, listening, reading and writing. In the best lessons, teachers set challenging tasks and manage learning well. In one lesson, students were highly motivated when asked to prepare descriptions of countries. They effectively used a wide range of source materials, such as reference books, maps and the internet, and the teacher carefully provided advice and support when required. In too many lessons, however, teachers do not make best use of students' motivation and commitment to learn.

144. In literacy and numeracy lessons, much teaching and learning is unsatisfactory. In the weakest lessons, teachers lack skills and expertise in the teaching of literacy or numeracy and do not adequately plan to meet the needs of individual students. Activities are dull, uninspiring and insufficiently challenging. Some students are bored or disruptive and teachers fail to manage their behaviour. In one lesson, the teacher had not prepared well and some students completed punctuation exercises that were well below their level. There is very little additional in-class support for literacy and numeracy; where it was observed by inspectors, it was ineffective. In an engineering lesson and in a key skills lesson for construction students, for example, the support tutor contributed very little to learning.

145. The assessment and monitoring of students' progress is satisfactory overall. Job search activities are suitably monitored, but record keeping and evaluation of clients' activities are incomplete. The assessment of clients' readiness for employment and work placements is thorough. On pre-foundation programmes, the assessment of skills is satisfactory. Students' progress is carefully monitored and individual learning plans are used well to set clear and measurable goals that help students to make progress. In contrast, the monitoring and review of full-time and substantial part-time students' progress in literacy and numeracy skills are inadequate. Progress reviews do not clearly identify achievements or actions required for further improvement and there is insufficient integration of assessment and learning with students' main vocational programmes.

146. The provision of additional learning support is insufficient for the size and the prior achievements of students. Initial assessment of the literacy and numeracy needs of full-time and substantial part-time students was incomplete at the time of the inspection: 1,846 students out of 2,615 had been assessed. Initial assessment on E2E programmes is inadequate and does not provide the information required to complete learner passports or to plan learning effectively. On ESOL programmes, initial assessment of skills is satisfactory, but individual learning plans are incomplete and do not set sufficiently clear short-term goals to support learning.

147. Advice, guidance and support for ESOL, pre-foundation students and Jobcentre plus clients are satisfactory overall. The diagnosis of individual needs for ESOL, pre-foundation students and Jobcentre plus clients is satisfactory. Induction is effective in highlighting students' rights and responsibilities and students are well aware of codes of conduct, learning rules and attendance and

punctuality regulations. Pastoral care for ESOL and pre-foundation students is good.

148. Resources are satisfactory. Accommodation is bright and attractive and teaching rooms are well decorated and adequately furnished. Students have good access to computers. Job search materials, located in Jobcentre plus base rooms, are good. Resources on ESOL and pre-foundation programmes are adequate, including audio-visual aids and computers with access to the internet, although no printers are available in classrooms. There are some staff shortages for E2E and literacy and numeracy programmes. Not all teachers have specialist literacy, numeracy and ESOL qualifications.

Leadership and management

149. The management of additional learning support, for literacy, numeracy and language, is unsatisfactory. Too few students have access to good quality and consistent support. Although the college has identified weaknesses in the area and have prepared a 'skills for life' strategy, management arrangements, which were newly introduced at the time of the inspection, are ineffective. Managers do not provide a clear lead on how different forms of provision are to be used to raise literacy and numeracy levels. Data, to ensure that students receive the support they need promptly, are used poorly. Plans are in place to improve the qualifications of literacy, numeracy and ESOL teachers, although an audit of qualifications and training needs has not been completed.

150. In contrast, the management of Jobcentre plus provision is good. The area is well led and offers high-quality opportunities for clients. Programmes optimise opportunities for clients to develop their skills for the job market. Its provision for ESOL is well integrated with mainstream ESOL programmes and is responsive to students' needs. Data are used well to monitor and improve students' achievements. Areas for improvement are identified and action is taken, even though all aspects of the provision are not suitably addressed by quality assurance arrangements. Formal monitoring of equality of opportunity for clients in the workplace is insufficient.

151. The development of the E2E programme is inadequate. This is fully recognised in the self-assessment report and an action plan for improvement is being implemented. The teaching of literacy and numeracy on the programme is weak and students do not have access to vocational training or work placement. Managers do not have complete information on students' progression.

Part D: College data

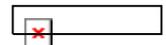
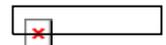


Table 1: Enrolments by level of study and age

Level	16-18 %	19+ %
1	40	60
2	48	52
3	38	62
4/5	5	95
Other	23	77
Total	100	100



Source: provided by the college in autumn 2004

Table 2: Enrolments by curriculum area and age

Curriculum area	16-18	19+	Total
	No.	No.	Enrolments (%)
Science and mathematics	894	527	9
Land-based provision	0	0	0
Construction	230	371	4
Engineering, technology and manufacture	390	528	6
Business administration, management and professional	291	824	7
Information and communication technology	919	2,087	19
Retailing, customer service and transportation	23	148	1
Hospitality, sports, leisure and travel	468	634	7
Hairdressing and beauty therapy	251	506	5
Health, social care and public services	321	1,352	10
Visual and performing arts and media	212	186	2
Humanities	37	75	1
English, languages and communication	719	356	7
Foundation programmes	1,307	1,466	17
Unknown area of learning	210	701	7
Total	6,359	9,870	100*

Source: provided by the college in autumn 2004

* figures are rounded and do not add up to 100%

Table 3: Retention and achievement

Level (Long Courses)	Retention and pass rate	Completion year	
		16-18	19+

		2001	2002	2003	2001	2002	2003
1	Starters excluding transfers	453	669	628	958	1,122	1,265
	Retention rate %	71	84	73	58	82	84
	National average %	75	76	76	70	71	71
	Pass rate %	66	76	82	49	61	75
	National average %	67	69	73	68	70	77
2	Starters excluding transfers	626	623	671	661	849	728
	Retention rate %	72	69	72	51	53	68
	National average %	70	71	71	68	68	67
	Pass rate %	63	60	66	55	68	69
	National average %	68	70	73	67	71	73
3	Starters excluding transfers	416	280	446	483	543	633
	Retention rate %	65	73	69	73	69	64
	National average %	70	77	77	68	70	69
	Pass rate %	70	73	69	65	64	67
	National average %	75	77	80	68	71	74
4/5	Starters excluding transfers	**	**	**	102	134	161
	Retention rate %	**	**	**	56	40	39
	National average %	73	71	74	67	68	69
	Pass rate %	**	**	**	54	57	63
	National average %	54	57	68	54	54	58

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 colleges or sixth form colleges).

Sources of information:

1. National averages: Benchmarking Data 2000 to 2002: Retention and Achievement Rates in Further Education Colleges in England, Learning and Skills Council, September 2003.

2. College rates for 2000/01 to 2002/03: College ISR.

**fewer than 15 students enrolled

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

Courses	Teaching judged to be:	No of

	Good or better %	Satisfactory %	Less than satisfactory %	sessions observed
Level 3 (advanced)	72	22	6	46
Level 2 (intermediate)	48	44	8	46
Level 1 (foundation)	58	32	10	31
Other sessions	50	44	6	18
Totals	82	48	11	141

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