

MONITORING VISIT: MAIN FINDINGS

Name of college: Leyton Sixth Form College

Date of visit: 14 February 2008

Context

Leyton Sixth Form College is situated on a single site in the London Borough of Waltham Forest. The college offers GCE A level, AS level and GCSE provision and vocational programmes at levels 1, 2 and 3. In 2006/07 approximately half of the 1953 learners attending courses live locally, most are aged 16-18 and full time. The college is situated in an area of some deprivation.

Leyton Sixth Form College was last inspected in 2006. Capacity to improve and achievement and standards were judged to be good. Overall effectiveness, quality of provision and leadership and management were graded as satisfactory. Of the five curriculum areas inspected provision was good in three and satisfactory in two. The college also received an annual assessment visit in March 2007

Achievement and standards

Have overall success rates continued to improve?	Reasonable progress
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In 2005-06 overall success rates on long courses improved to 81%. The rate has been maintained in 2006/07 and success rates have improved overall by approximately 6 % in the past four years. Learners make good progress with their studies and value added analyses indicate that achievements overall are above those predicted from prior attainment. Long course success rates at levels 2 and 3 show continued improvement. Level 1 long course success rates show improvement in 2006/07 after a decline in 2005/06. College key skills data shows the success rates overall are improved to 63% in 2006/07 and significantly improved at level 2. Generally, success rates are greater for females than males overall and for the small number of adult learners significantly greater. The data for 2006/2007 also shows that learners from minority ethnic backgrounds continue to achieve above national averages. However, Black Caribbean boys' success rates are lower compared to other minority ethnic learners at the college.

Leadership and management

How well does the college monitor performance in self assessment and development planning?	Reasonable Progress
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Self assessment is improved and is the result of well understood processes across the college. Teachers and curriculum managers contribute well to systematic course reviews. The self assessment report contains sound sources of evidence and links sufficiently to the quality improvement plan. The impact of planned action recorded in the current self assessment report links well to the previous report. The current self assessment report is sufficiently self critical and contains rich judgment. However, a few key strengths and areas for improvement contradict each other and some headlining judgements are no more than normal practice. In addition, some updates and milestones in the post inspection action plan are insufficiently clear to measure progress. Most grades in the self assessment report for 2006/07 are similar to those judged at the previous inspection. Leadership and management are now judged good as is overall effectiveness.

What progress is made in improving the teaching and learning observation scheme?	Significant progress
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Significant progress has been made in improving the college's teaching and learning observation scheme. The structure of observations and moderation is well established. Improved links are made between observations and staff development and appraisal. The culture of quality improvement in teaching and learning is more accepted by all staff. Expertise in classroom observation is being developed well through the evaluation of observation records. Teachers are generally encouraged to support each other and to analyse the characteristics of good and outstanding teaching. The observation data are analysed well in the self assessment process. Useful new partnerships have been formed with local colleges to share practice. The college has recently started peer assessment in curriculum areas where teaching is judged particularly successful. Most curriculum staff recognise the improvement in the use of information learning technology. However, sharing of good practice generally across curriculum teams is still under-developed.

What progress is made in providing adequate accommodation for performing arts?	Reasonable Progress
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The college has made reasonable progress with implementing its strategy to improve accommodation for performing arts. Planning approval has been obtained and now funding approval in principle from the Learning and Skills Council. The accommodation plans incorporate sufficient space for the current college performing arts course offer. Consultation has taken place about the level of sound insulation and the configuration of teaching, changing rooms, storage, performance, and rehearsal spaces. Most performing arts provision won't be affected by construction

work and sufficient temporary accommodation is arranged for provision that is affected. Good planning has taken into consideration the equipping of all new accommodation. Performing arts teaching and technical staff are being consulted well on the shape and requirements of the new accommodation.