Inspection report

Coulsdon College

Dates of inspection: 12–16 January 2004

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# Basic information about the college

|  |  |
| --- | --- |
| Name of college: | Coulsdon College |
| Type of college: | Sixth form college |
| Principal: | David Goodlet |
| Address of college: | Placehouse Lane |
| Old Coulsdon |
| Surrey |
| CR5 1YA |
| Telephone number: | 01737 551176 |
| Fax number: | 01737 551282 |
| Chair of governors: | Michael Bonsier |
| Unique reference number: | 130433 |
| Name of reporting inspector: | Melanie Kavanagh HMI |
| Dates of inspection: | 12–16 January 2004 |

# Part A: Summary

## Information about the college

Coulsdon College is a sixth form college established in 1988 that is located at the southern-most point of the London Borough of Croydon, on the borders of Surrey. Approximately 70% of students come from Croydon and a further 30% come from other parts of South London. The college offers principally academic and vocational qualifications at advanced and intermediate level. Adult students attend courses at the college’s Downlands Centre which is on the main college site. Adult student numbers have declined and the small numbers of students aged 19 and above are following courses in information technology (IT) and modern foreign languages.

Croydon has a significant and increasing minority ethnic population. Recent projections from the Greater London Authority suggest that the minority ethnic population is approaching 25% and continues to grow. This compares with 17.6% minority ethnic population recorded in the 1991 census. In 2003, 56% of students identified themselves as coming from minority ethnic communities. Overall unemployment is low in Croydon, at 3.6%, but the proportion of long-term unemployed is significantly higher than the average for Outer London. In 2000, almost half the population of Croydon were qualified to level 3. The proportion of the working-age population with no qualifications, at 15%, is significantly higher than in other South London boroughs.

The college offers courses in ten of the fourteen areas of learning. Provision in health and social care and engineering is small. The largest areas of study are information and communications technology (ICT) and computing, visual and performing arts, and humanities, which account for over half of college enrolments. In the year beginning 2003, there were 1,167 students aged 16 to 18, almost all of whom were studying full time. There were 35 adult students studying part time. In 2003, 66% of students aged 16 to 18 were studying advanced level courses, 26% were studying at intermediate level and 8% were studying at foundation level.

## How effective is the college?

Inspectors judged the provision to be good in visual arts and satisfactory in ICT and computing, sports, leisure and tourism, performing arts and media, humanities, and English and modern foreign languages. Overall provision in business was judged to be unsatisfactory but business administration was given a contributory grade of good. Science and mathematics was judged to be unsatisfactory. The college’s key strengths and areas that should be improved are listed below.

### Key strengths

1. effective monitoring of students’ progress
2. good pastoral support for students
3. good provision in visual arts
4. high take up of additional learning support
5. new, strong leadership
6. good promotion of equal opportunities.

### What should be improved

1. pass rates in several curriculum areas
2. the quality of teaching and learning
3. key skills provision
4. punctuality and attendance of students
5. access for students with restricted mobility
6. some aspects of quality assurance.

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

## Quality of provision in curriculum and occupational areas

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

| Area | Overall judgements about provision, and comment |
| --- | --- |
| Science and mathematics | **Unsatisfactory.** Pass rates are poor on most courses and there is ineffective management to bring about improvements in teaching and learning. Teaching is insufficiently differentiated to meet the individual needs of students. |
| Business and administration | **Unsatisfactory.** Contributory grade for business administration: **good.** Pass rates are low and teaching is ineffective on business courses. Students’ progress is insufficiently monitored and management has failed to recognise or address weaknesses. Pass and retention rates are high on business administration courses and teaching is stimulating and effective. |
| Information and communications technology and computing | **Satisfactory.** Pass rates on general certificate of education advanced level (GCE A level) and advanced vocational courses have improved to the national average. There is a high standard of students' work on vocational courses at intermediate and foundation levels. There is much good teaching and a wide range of learning resources to support students’ learning. Pass rates at grades A\* to C on general certificate of secondary education (GCSE) courses are poor and there are insufficient links with industry to support learning. |
| Sports, leisure and tourism | **Satisfactory.** Pass rates are high on GCE A-level physical education, advanced vocational certificate of education (AVCE) travel and tourism and general national vocation qualification (GNVQ) intermediate leisure and tourism. Students’ progress is effectively monitored and students’ learning is enhanced through additional qualifications. Pass rates are poor on advanced courses in leisure and recreation, and retention rates are poor on several courses. |
| Visual arts | **Good.** Pass rates are high and there is much good and very good teaching. There is a high standard of students' work and effective leadership and management. Students of different abilities are well supported. There is low attendance and poor punctuality in a minority of lessons. |
| Performing arts and media | **Satisfactory.** Pass rates are high on most courses, but GCSE pass rates at grades A\* to C are low. Teaching is generally good and there is good support for students. In a few lessons, students make unsatisfactory progress. Attendance and punctuality are poor in many lessons. |
| Humanities | **Satisfactory.** Pass rates are high on GCE A-level sociology but are low for other courses at advanced subsidiary level (AS level) and GCE A level. Much of the teaching is lively and interesting but teaching is insufficiently differentiated to address the needs of the wide range of students’ abilities. Students’ progress is effectively monitored. Attendance and punctuality are poor. |
| English and modern foreign languages | **Satisfactory.** Pass rates are high on most GCE A-level courses and students’ progress is closely monitored. There is good individual support for students but teaching and learning activities are insufficiently challenging in a few lessons. Punctuality is poor in many lessons. |

## How well is the college led and managed?

Leadership and management are satisfactory. The college has made sound progress in most areas since the last inspection, although access to the building for students of restricted mobility remains poor. The new principal is providing firm leadership and planning has been improved, with explicit links between budgeting, planning and the self-assessment report. Appropriate strategic objectives have been established. The self-assessment process is thorough, and where plans have been well directed, as in visual arts, it has led to the maintaining and raising of standards. Governance is satisfactory and a review of governors’ performance has led to a new committee structure. There has been an inadequate response to financial deficits by senior managers and there is no accommodation strategy. Communications within the college are good and there are well-established meeting schedules. Appraisal and lesson observations have been ineffective in raising standards in teaching and learning. There is good promotion of equal opportunities.

## To what extent is the college educationally and socially inclusive?

The college’s response to educational and social inclusion is satisfactory. The college has established close and productive links with local schools and provides AS level and applied GCSE courses for students aged 14 to 16. The curriculum is planned to allow students to combine subjects and pathways with progression routes to the next level of study. Courses are provided at levels 1 to 3, but pass rates are low at level 2 and progression is low to level 3 courses. There is a satisfactory range of subjects at AS level and GCE A level. The college has responded appropriately to the Race Relations (Amendment) Act 2000 and Special Educational Needs and Disability Act 2001 (SENDA) legislation. There is a race equality policy, and retention and pass rates are monitored against racial groupings to identify any areas of underperformance. All staff are appropriately trained and informed of the requirements of the acts, and new staff receive training as part of their induction. The college has made reasonable adjustments to enable a small number of students with multiple and complex difficulties to attend courses. However, a significant proportion of the college site is inaccessible for students with restricted mobility.

## How well are students and trainees guided and supported?

Guidance and support for students are satisfactory. The college provides students with comprehensive advice before they start their courses. Students at risk of leaving early are effectively identified and their progress is closely monitored. There is prompt initial assessment and timely feedback to staff and students. The take up of additional learning support is good, but there are too few staff to address all students’ needs. There is good pastoral support for students through the college counsellor and the reception staff, who have counselling qualifications. There are regular reports to parents and carers on students’ progress. Tutorials provide close and effective monitoring of students’ performance. Careers advice and guidance are good and students receive extensive support when making applications to higher education (HE). Attendance is low in most curriculum areas and students’ punctuality is poor. Whilst the college has recognized this weakness and introduced new systems to improve attendance, it remains low. There is no systematic examination of the reasons for students’ poor attendance and punctuality.

## 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

1. friendly and welcoming atmosphere
2. the pastoral support from the college
3. support with applications to HE and employment
4. good monitoring of progress
5. good access to computers
6. support from teachers outside the classroom
7. the encouragement to think creatively and independently.

### What they feel could be improved

1. the recreational and study space in the college
2. the long breaks between lessons
3. key skills provision
4. library resources
5. canteen provision.

## 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 Learning and Skills Council (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 & 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 | 64 | 30 | 6 |
| Learning 16–18 | 61 | 32 | 7 |

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).

## Achievement and standards

1. Coulsdon College provides 39 subjects at GCE A level and 40 at AS level. There are six vocational qualifications at advanced level and 5 GNVQ intermediate courses. The college offers 15 subjects at GCSE, 2 GNVQ foundation courses, business administration qualifications and a certificate and diploma in child care.

#### 16 to 18 year olds

1. Pass rates and retention rates declined in 2002 from the results in 2001, but there was a general trend of improvement in 2003. Pass rates on level 3 courses have been below the national average for the three years to 2003. In 2003 they improved from 74% to 80%, as compared with a national average of 88%. Pass rates at GCE A level improved to 91% in 2003, having declined in 2002 to 84%, from 89% in 2001. The number of students achieving high grades is low in most curriculum areas, with 17% of AS-level and 24% of GCE A-level passes at high grades. Pass rates on AS-level courses have remained at 75% for 2002 and 2003, having risen from 69% in 2001. There are high pass rates on all courses in visual arts and on most courses in performing arts and media; but pass rates in other curriculum areas are variable. Overall, achievements in science and mathematics and business are unsatisfactory. In 2003, students achieved 100% pass rates for GCE A-level accounting and economics, physical education, English language and literature and sociology; AS-level photography, drama, film and television production and media studies; AVCE art and design; and GNVQ intermediate leisure and tourism, and art and design.
2. Pass rates on vocational courses declined significantly in 2002, but improved in 2003. Pass rates for advanced vocational qualifications, having declined to 70% in 2002, improved to 85% in 2003. Pass rates for intermediate vocational qualifications improved by 10% to 70% in 2003.
3. There has been an overall improvement in retention rates for GCE A-level and AS-level courses in 2003. On GCE A-level courses, the retention rate was 95%, and AS-level retention rates have risen to 85%. Retention rates for GCSE courses are low and have declined by 10% to 72% in 2003.
4. Achievement in key skills is poor. There is a pattern of satisfactory retention rates and very low pass rates in 2002 and 2003. In 2002, no key skills qualifications were successfully completed and in 2003 only 14% of students achieved a key skills qualification.
5. Overall pass rates at level 2 are at the national average, but A\* to C pass rates GCSE courses have remained poor for the three years to 2003; the A\* to C pass rate has remained at 38% for 2002 and 2003. Pass and retention rates have improved significantly on level 1 courses and in 2003 they were 94% and 96%, respectively, which is significantly above the national average.
6. The value added system, analysing the results of students on GCE A-level courses compared with their prior attainment at GCSE, shows that, in 2003, students’ results were significantly better than those predicted in performing arts and media, modern foreign languages, advanced English courses, physical education, chemistry and AVCE art and design.
7. Overall, students show interest in their studies and are well motivated in lessons. In science and mathematics, students’ written and practical work is satisfactory but they do not demonstrate the understanding and skills required to achieve high grades. Students on business courses do not develop the study skills necessary for critical evaluation, research and analysis. Business administration students demonstrate a high standard of practical skills, knowledge and understanding. ICT students make good progress and show effective skills in problem solving and data handling. Students on sport, leisure and recreation courses work well in most lessons and coursework is well presented and organised. The standard of students’ work in visual arts is high, and they demonstrate very good skills in a range of art and design activities. In performing arts and media, students frequently produce work of a high standard and demonstrate good information and learning technology (ILT) skills. In humanities, students produce satisfactory written work but are less confident in their oral work. Students on English courses produce well-organised work using accurate grammar, spelling and punctuation; however, the analysis and coverage of topics is often inadequate. Modern foreign language students’ written work is satisfactory but students show insufficient knowledge of basic vocabulary and grammar in oral work.
8. Attainment of students on level 2 and 3 courses is broadly similar, but the standard of written work of GCSE students is often poor. Attendance and punctuality are poor throughout the college. Lessons are frequently disrupted by the arrival of latecomers and the learning of punctual students is disrupted. The average attendance during the inspection was low, at 74%.
9. Retention rates for adults are good and have been consistently above national averages for the three years to 2003. Retention rates at levels 1 and 3 rose significantly in 2003 and remained high at level 2. Pass rates at levels 1 and 3 also rose significantly in 2003, but at level 1 they fell to 67%, from 84% in 2002.

## Quality of education and training

1. Teaching, learning and attainment were graded by inspectors in 112 lessons. Teaching was graded good or better in 64% of lessons, satisfactory in 30% of lessons and less than satisfactory in 6% of lessons. This teaching profile is significantly below the average for sixth form colleges. Learning was good or better in 61% of lessons, satisfactory in 32% of lessons and less than satisfactory in 7% of lessons. Again, this profile is below the national average for sixth form colleges. The quality of teaching and learning is broadly similar between levels 2 and 3 but is significantly lower in GCSE lessons.
2. There are significant differences in the quality of teaching between curriculum areas. In visual arts, the majority of teaching is good or better whilst in business less than half is good or better.
3. Many lessons are well planned, and teachers make the aims and objectives of the lesson clear and explicit for the students. Staff and students have good working relationships and there is a pleasant atmosphere in most classes. Teachers demonstrate good subject knowledge and encourage students to think independently and formulate their own arguments. In the best teaching, the full range of students’ needs is addressed through the use of differentiated teaching and learning. In business administration, performing arts and media and visual arts, teachers use learning materials with carefully distinguished levels of difficulty. However, in several curriculum areas, teaching is insufficiently differentiated and fails to challenge the most able or support the less able students. In science and mathematics, business, ICT and computing, sport, leisure and tourism, humanities and English and modern foreign languages, teaching fails to address the needs of the full range of abilities of students. Teaching in business is ineffective and students make poor progress. There is good use of ILT in biology lessons, but it many curriculum areas there is inadequate use of ILT to support learning. In a few lessons, teachers talk or dictate for long periods of time and students lose interest and the motivation to learn.
4. Attendance and punctuality are poor across the college. The college has recently introduced staff to track and improve attendance, but it remains low in many areas. Teachers frequently compensate for poor attendance by beginning their lessons with revision sessions so that students with good attendance lose lesson time. Punctuality is also poor, with lessons frequently disrupted and latecomers not being adequately challenged by teachers.
5. Resources to support learning are satisfactory. All teachers have teaching qualifications and many have higher degrees. They have good subject specialist knowledge and most draw on this effectively in lessons. Technical support staff provide a high standard of support to staff and students. Staff development plans are clearly linked to the college’s strategic objectives, but there is insufficient emphasis on improving teaching and learning. Teachers make good use of staff development to update their specialist knowledge and expertise.
6. The college provides a safe and friendly environment for students and staff. Teaching and specialist accommodation is of a high standard in visual arts, modern foreign languages, and performing arts and media. Most classrooms are pleasant and well equipped, but in business, modern foreign languages and visual arts, some classrooms are too small for the size of the groups using them. Students have good access to sports facilities but there are insufficient social and private study areas. There is no accommodation strategy and the maintenance of college facilities has been delayed as a consequence. A significant proportion of the college site, and learning resources, is inaccessible for students and staff with restricted mobility. Risk assessments have not been carried out in all areas and the college’s health and safety policy requires updating. The college has not analysed how effectively it uses its accommodation and there are inefficiencies in room usage.
7. Computer facilities for students are good. There is a high ratio of approximately one computer to every three students. The open access centre is well used by students for research and computer-based learning. Computers in science have Internet access and provide students with a wide range of dedicated learning materials. However, in visual arts, there is insufficient access to workstations and specialist software. In humanities, the computers in classrooms are slow and outdated. The college has made slow progress in developing an ILT strategy. The approach to ILT development is unco-ordinated and unsystematic. The college intranet is underutilised and many teachers make insufficient use of ILT for teaching and learning.
8. The library provides good support for students and library staff are helpful. Book stock and key texts are appropriate and up to date in most curriculum areas. There are effective links between library staff and most teachers. Many curriculum areas purchase learning resources for independent study, but there is no central catalogue of learning materials available outside the library. Teachers are not always aware of potentially useful resources located in different curriculum areas.
9. Students’ progress is effectively monitored. Students have a clear understanding of when and how they will be assessed. College policy requires that all students undertake three key assessments each term, and the results are used as evidence for individual progress reviews with subject teachers and tutors. These reviews are highly effective and students value the use of target grades to measure and evaluate their performance. Most students demonstrate a strong awareness of the criteria against which they will be assessed. There is a clear assessment policy which requires that students have regular and prompt feedback on their assignments. In most curriculum areas, students have a good understanding of how well they are doing and what they need to do in order to improve. However, on business and performing arts courses, feedback to students lacks sufficient detail to help students to improve their skills and knowledge. Assessments are generally well planned to meet the requirements of the awarding body and assessment schedules take into account students’ workload. Monitoring and moderation of students’ assessed work are effective on both vocational and academic courses.
10. The college provides an appropriate range of subject choices in most curriculum areas. Courses are provided at levels 1, 2 and 3, and there is good progression from level 1 to level 2 courses. However, only 30% of students progressed from level 2 to level 3 courses in 2003. Students can chose from 39 subjects at GCE A level, 40 at AS level and 15 at GCSE. Vocational courses are offered in most curriculum areas and the college plans to expand its vocational provision at level 2 to replace GCSE qualifications. In 2003, 58% of the level 3 cohort applied to HE and, of these, 77% were successful. The college has a genuine commitment to increasing and widening participation and many students come to the college with comparatively modest results. The small number of adults studying at the college has declined to 35 in 2003.
11. The college has good and productive links with local schools and there are currently 57 students aged 14 to 16 studying at the college. The college provides AS-level critical thinking and GCSE courses for these pupils. There are good links between schools and sports, leisure and tourism, where students from the college teach younger children. There is a satisfactory range of enrichment activities, including a comprehensive sports programme and music lessons. The college offers financial support to students learning to play an instrument. Students also have the opportunity to take part in the Duke of Edinburgh Award. Some curriculum areas, including modern foreign languages, offer good subject-specific activities such as conferences and visits abroad.
12. The management of key skills is unsatisfactory. The college’s policy states that all students have key skills opportunities via their curriculum subjects, the literacy and skills centre and additional support. However, the policy is brief and unclear on how key skills will be delivered and assessed. Key skills are neither effectively integrated into students’ courses nor effectively delivered in discrete lessons. Students do not value or appreciate the importance of key skills. Pass rates are very poor and in 2002 no students achieved a key skills qualification.
13. Guidance and support for students are satisfactory. The college provides students with detailed advice before they start their course through good links with schools, taster days, open evenings, direct mailing and a comprehensive and attractive prospectus. Students at risk of leaving early are identified at interview and by links with schools’ special needs co-ordinators. This information is shared with teachers and personal tutors who closely monitor these students’ progress. There is prompt initial assessment and individual interviews with additional learning support staff effectively identify students’ learning needs. Students’ preferred learning styles are also identified during induction, but the information is not used to inform teaching and learning. In many lessons, there is insufficient use of additional materials or a range of different teaching and learning methods to extend the more able or support those who make slow progress. Induction is effective in helping students settle quickly into their courses.
14. There is good take up of additional learning support, with 77% of students identified as needing support taking up the extra help offered. However, there are too few staff to adequately support all students who need help. In a few cases, the quality of learning support is poor, with elementary mistakes in students’ literacy remaining uncorrected.
15. There is good pastoral support for students. Reception staff are part of the support team and are qualified counsellors. They play a pivotal role in communications between teachers, tutors, students and parents. There is a college counsellor who provides confidential advice and support to students. The college is aware of, and sensitive to, child protection issues. Parents are given regular and detailed feedback on students’ progress. There is good careers guidance through Connexions and senior tutors, and students are well supported in making applications to HE. There are regular reports to parents and carers on students’ progress, and parents’ evenings are held.
16. Students have a weekly one-hour group tutorial and a ten-minute registration tutorial three times a week. Tutors are responsible for monitoring and reviewing students’ progress. These reviews are effective in monitoring and improving students’ performance and students value the support and guidance offered in tutorials.

## Leadership and management

1. Leadership and management are satisfactory. The college has addressed most of the weaknesses identified in the last inspection report by improving retention rates, recruiting new governors, improving equal opportunities monitoring and establishing target setting at course level.
2. Overall, students’ retention and pass rates were lower in 2002 than the previous year, and there was a general trend of improvement in 2003. Pass rates at level 3 were below the national average for the years between 2001 and 2003, with improving retention rates. Students’ performance at AS level and GCE A level improved in 2003, from 73% in 2002, to 80%. Despite this improvement, the pass rates for AS level and GCE A level remain below the national averages. Pass rates at A\* to C for GCSE are low and have remained at 38% for the years 2002 and 2003. The pass rates on level 2 vocational courses and retention and pass rates for students on level 1 courses improved significantly in 2003 to above national averages.
3. Governance is satisfactory. An independent clerk has been appointed and new members with appropriate expertise have been appointed to the corporation. In 2001, a review of governors’ performance led to the establishment of a new committee structure. Until recently, the governors have been slow to discharge their responsibilities to monitor the educational performance of the college. The planning and performance committee established in 2002 has now agreed a range of appropriate performance indicators and defined the nature of the reports they require in order to monitor effectively the academic and educational performance of the college.
4. The college has experienced a period of disrupted leadership due to illness and absence. A new principal was appointed in July 2003 and has provided firm leadership by taking swift action to improve college performance in a number of areas, such as planning. The reorganisation of the management structure in 2002 is well established and generally effective. Overall, the management of curriculum areas is satisfactory or good, with the exception of science and mathematic and business, where management has been ineffective in bringing about improvements to teaching and learning.
5. The college has had budget deficits since 1999, with further ones forecast. While the college has over £1 million in reserve, senior managers have failed to address these problems systematically. There is no significant financial delegation below principal level. Discussions about the college moving to a new site have diverted attention from the maintenance of the existing building. There is no accommodation strategy to ensure that all options are thoroughly explored.
6. Management information reports have improved in quality in the last two years. Managers and curriculum directors have regular access to reports. A new target setting database has been in operation since September 2003 to support course teams in their self-assessment reviews.
7. Communication with staff is good. They have been kept well informed of the changes at executive level over the last two years. A weekly newsletter both informs and provides guidance on topics such as accelerated learning techniques. Short meetings for academic and support staff are held weekly, and there is an additional meeting scheduled for academic staff so that key educational topics can be considered in depth. Managers are very accessible and the location of course teams further strengthens communications.
8. The governors and the new principal have recognised weaknesses in the college plan for 2001 to 2004 and have established a planning timetable which links budgeting, planning and the self-assessment report. Performance indicators have been agreed. A new one-year development plan for 2003/04 has modified the previous plan so that a new planning cycle will start at the end of 2004. The mission has been reviewed and appropriate strategic objectives agreed, including raising standards, curriculum growth and development, and improving financial health. The college aims to be an inclusive learning institution and offers academic and vocational pathways from level 1 to level 3 and education for adult students at its Downlands Centre. However, adult student numbers have declined and are currently very small. The college has responded vigorously to the competitive challenge from other providers by commissioning a needs analysis and embarking on collaborative activities with local schools and colleges.
9. Staff development has been managed by senior and middle managers who prepare their own plans based on needs identified in staff teams, the self-assessment report process and lesson observation. There has been no central oversight of the programme and no evaluation to judge its overall effectiveness. The key need for differentiated teaching and learning has not been given sufficient priority. Lesson observations have resulted in grades significantly higher than those awarded by inspectors. Appraisal has not been well managed. Many teaching staff have not been appraised. New arrangements have been established to link appraisal with staff development.
10. Self-assessment, lesson observation and target setting form the key components of the quality assurance framework. Course directors together with senior managers attend an annual review with the principal and assistant principal to consider their self-assessment report action plan. These reviews are extensive and thorough. The review considers academic performance measured against national or college averages and value added information. Where plans are well directed, as in visual arts, they have led to the maintaining and raising of standards.
11. Equal opportunities are well promoted. The equal opportunities policy includes an easily identifiable race equality and disability policy which addresses the requirements of the Race Relations (Amendment) Act 2000 and SENDA legislation. Students were actively involved in the drafting of the race equality policy. The equal opportunities policy is monitored by the executive group and the corporation and is supported by action plans which are monitored by an assistant principal. A physical audit of the college has been carried out. However, access for students with restricted mobility remains poor. Students’ retention and pass rates are analysed by racial group to highlight any areas of underperformance. A student diversity group has been established, relevant cultural events highlighted in the college calendar and a small number of students with multiple and complex disabilities have been enabled to attend college.

# Part C: Curriculum and occupational areas

## Science and mathematics

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

#### Strengths

1. improved retention rates on many GCSE and advanced level courses
2. good teaching on advanced level courses.

### Weaknesses

1. low pass rates on most courses
2. insufficiently differentiated teaching on GCSE courses
3. insufficient risk assessments in science
4. inadequate action to improve the quality of teaching and learning
5. poor punctuality and attendance.

### Scope of provision

1. The college offers science and mathematics courses at GCSE, AS level and GCE A level. Biology, chemistry, mathematics and physics are offered at all three levels. Students who wish to retake GCSE mathematics are required to have a grade D in their previous examination. Those who do not have the required grade are offered a free-standing mathematics course. Overall, there are 633 students studying science and mathematics, with 267 on GCSE courses and 366 on advanced level courses. Students are aged 16 to 18 and are studying full time.

### Achievement and standards

1. Overall, achievements in the area are unsatisfactory. Pass rates on the majority of courses are low and the pass rates at grades A\* to C on GCSE mathematics were significantly below the national average for the years 2001 to 2003. In 2003, the pass rates for 10 out of 11 courses were significantly below the national averages. The pass rates for students studying AS-level biology were poor in 2001 and 2002 and, despite improving in 2003, pass rates remain below the national average. Pass rates at A\* to C for GCSE physics were poor in 2001 and 2002 but improved in 2003 to 65%, which is above the national average. GCE A-level chemistry students perform well in relation to their prior attainment: the pass rate in 2003 was 92%, with 42% of students gaining grades A to B. The proportion of students achieving high grades on science and mathematics courses is small. Retention rates on many courses have improved and in 2003 retention rates were at or above national averages on most courses. Retention rates on GCSE mathematics have fallen, and in 2003 the rate was significantly below the national average.
2. Most students’ written and practical work at advanced level is satisfactory; however, they do not demonstrate the understanding and techniques required to achieve high grades. At GCSE, the standard of most students’ work is poor. The majority of students demonstrate satisfactory practical skills in experimental work. Students’ attendance and punctuality are poor.

#### A sample of retention and pass rates in science and mathematics, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GCSE mathematics | 2 | No. of starts | 199 | 152 | 155 |
| % retention | 80 | 86 | 75 |
| % pass rate | 17 | 15 | 18 |
| GCSE physics | 2 | No. of starts | 26 | 20 | 19 |
| % retention | 85 | 85 | 89 |
| % pass rate | 5 | 29 | 65 |
| AS-level human biology | 3 | No. of starts | 54 | 41 | 82 |
| % retention | 81 | 90 | 89 |
| % pass rate | 57 | 43 | 73 |
| AS-level physics | 3 | No. of starts | 35 | 19 | 27 |
| % retention | 97 | 89 | 93 |
| % pass rate | 50 | 59 | 32 |
| GCE A-level chemistry | 3 | No. of starts | \* | 15 | \*\* |
| % retention | \* | 73 | \*\* |
| % pass rate | \* | 82 | \*\* |
| GCE A-level mathematics | 3 | No. of starts | \* | 37 | 19 |
| % retention | \* | 54 | 100 |
| % pass rate | \* | 95 | 79 |

Source: ISR (2001 and 2002), college (2003)

\* course did not run  
\*\* fewer than 15 starters enrolled

### Quality of education and training

1. Teaching on advanced level courses is generally well planned, with detailed schemes of work. In the less effective lessons, teaching fails to challenge the most able and support the less able. In these lessons, teaching does not address individual needs and students do not maintain their concentration. There is insufficient variety of activities and students remain passive and make insufficient progress. There is ineffective use of questions and inadequate participation of students in learning. Individual support for students in lessons is good. In the best teaching, the needs of different students are planned for and addressed. In one GCE A-level biology lesson on photosynthesis, teaching included a range of activities including mind maps, kinaesthetic cards and ILT, and effectively addressed the needs of the full ability range within the class. Students participated enthusiastically and made good progress.
2. Laboratories are well resourced. There are computers in each laboratory with access to on-line support packages and a range of dedicated course materials. Technical support for staff and students is good. Rooms have a subject identity and provide a stimulating working environment. General accommodation for the teaching of mathematics is good. There is inadequate accessibility for students with restricted mobility and insufficient risk assessments have been carried out for biology and chemistry courses. Teachers are appropriately qualified. The range of texts in the library is adequate and access to computers to support students’ learning is good.
3. Students’ work is regularly assessed on advanced level courses. Written feedback to students on how to improve their performance varies in quality. Biology students receive useful and extensive advice; however, in other subjects, written comments are too brief and there is insufficient guidance given to students to enable them to improve their performance. Students’ work on GCSE courses is not set and assessed with sufficient frequency and rigour. There is insufficient use of assessment to inform the planning of teaching and learning.
4. Useful study and assessment materials are available on the college intranet and through study guides. Students are also supported by teachers who give freely of their time outside lessons. All students receive an induction programme which identifies course requirements and is effective in helping students to settle quickly on to their courses.

### Leadership and management

1. Leadership and management are unsatisfactory. There are insufficient formal course team meetings and meetings fail to adequately focus on teaching, learning and students’ progress. Whilst management is aware of the need to improve teaching and learning there is no action plan to address weaknesses. Courses are regularly reviewed but the self-assessment plan fails to recognise the weaknesses in the area. Lesson observations have been carried out in the area but the grades awarded have been over-generous. There have been insufficient risk assessments carried out in science.

## Business and administration

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

The contributory grade for business administration is **good (grade 2)**

### Strengths

1. high retention and pass rates on business administration courses
2. very good teaching on business administration courses
3. effective guidance on careers and HE.

### Weaknesses

1. low pass rates on business courses
2. ineffective teaching on business courses
3. poor attendance and punctuality
4. poor assessment of students’ work on business courses
5. insufficient attention to the development of key skills
6. ineffective leadership and management on business courses.

### Scope of provision

1. The college offers an appropriate range of business courses for full-time students, all of whom are aged 16 to 18. Approximately 240 students are studying AS-level or GCE A-level economics, accounts or business. There are approximately 12 students studying GNVQ at foundation level and 40 at intermediate level. Over 50 students are on AVCE courses. There are 38 students on full-time courses in business administration. Provision in business administration comprises a legal secretarial diploma awarded by the Institute of Legal Executives (ILEX) and national vocational qualification (NVQ) level 2 administration. The college also offers classes in keyboarding and shorthand as additional qualifications, which any student at the college can study.

### Achievement and standards

1. Overall pass rates on business courses are poor. Pass rates on AS-level, AVCE double award and GNVQ intermediate courses have remained significantly below the national average for the three years to 2003. The percentage of high grades achieved by students on AS-level and GCE A-level courses is low. Pass rates on GNVQ foundation business are good. In 2003, the small number of students on GCE A-level accounting and economics courses achieved a pass rate of 100%. Overall retention rates on business courses are satisfactory. On GNVQ intermediate business, retention rates have steadily improved since 2001, and are well above the national average. Retention and pass rates on business administration courses are very good. In 2003, all students who started on NVQ administration were successful in achieving the qualification. Pass rates on the legal secretaries diploma have remained significantly above national averages for the years 2002 and 2003.
2. Students on advanced level business courses do not develop an appropriate level of study skills to support critical evaluation, research and analysis. A minority of students on the GNVQ foundation course make unsatisfactory progress in lessons due to poor literacy and numeracy skills. On most business courses, individual students’ action plans are not rigorously monitored and students fail to achieve the targets set for them. Students on business administration courses demonstrate a high standard of practical skills and they make good progress in extending their skills, knowledge and understanding.

#### A sample of retention and pass rates in business and administration, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GNVQ intermediate business | 2 | No. of starts | 39 | 33 | 41 |
| % retention | 85 | 88 | 98 |
| % pass rate | 70 | 66 | 68 |
| ILEX legal secretaries diploma | 3 | No. of starts | 9 | 21 | 19 |
| % retention | 78 | 95 | 84 |
| % pass rate | 71 | 95 | 100 |
| AVCE business (double award) | 3 | No. of starts | 30\* | 46 | 31 |
| % retention | 97\* | 54 | 77 |
| % pass rate | 83\* | 76 | 58 |
| AS-level accounts | 3 | No. of starts | 18 | 37 | 36 |
| % retention | 94 | 89 | 94 |
| % pass rate | 53 | 15 | 62 |
| AS-level business | 3 | No. of starts | 91 | 82 | 94 |
| % retention | 96 | 90 | 94 |
| % pass rate | 79 | 47 | 53 |
| AS-level economics | 3 | No. of starts | 24 | 17 | 36 |
| % retention | 100 | 94 | 86 |
| % pass rate | 79 | 63 | 55 |
| GCE A-level business | 3 | No. of starts | 44 | 64 | 41 |
| % retention | 95 | 97 | 95 |
| % pass rate | 90 | 87 | 95 |

*Source: ISR (2001 and 2002), college (2003)*

*\* results for GNVQ advanced business.*

### Quality of education and training

1. Teaching on business courses is ineffective. Teachers use an insufficient range of teaching methods to motivate and engage students. There are insufficient extension materials to meet the needs of mixed-ability groups. Less able students have difficulty in understanding theory and key concepts. Many lessons are dominated by teachers who talk for too long. Students are passive during these lessons and lose their concentration and motivation to learn. Attendance in many lessons is poor. Lessons are frequently disrupted by poor punctuality and students are not challenged by teachers. Many lessons start late and teaching time is lost while teachers deal with late arrivals or students who have missed previous lessons.
2. Teaching on business administration courses is very good. Teachers use a variety of activities to stimulate and motivate students. Students work effectively on varied activities and teachers prepare extension materials for those who complete tasks ahead of time. In a keyboarding class, the teacher successfully planned a range of activities and learning materials to meet the needs of a diverse group of students. Students were encouraged to use their time effectively to evaluate their progress within the lesson. Teachers are well qualified for the work they undertake and bring valuable industrial experience to their teaching. Teachers undertake regular subject and occupational knowledge training.
3. Some classrooms are too small to accommodate large groups. There is insufficient book stock in the library to meet the demand for key texts. Library staff have produced helpful guides to enable students to make effective use of the library’s research facilities. The college intranet is being developed and some learning resources are available on-line. Students have good access to computers and make effective use of a range of electronic learning resources to develop their study skills.
4. Assessment of students’ work on business courses is unsatisfactory. Feedback to students on their assignments is often incomplete or lacks sufficient detail to help them improve their performance. Homework on AS-level and GCE A-level courses is poorly marked. Students are not encouraged to evaluate their own work. On business administration courses, assessment practice is regular and thorough, with close monitoring of students’ progress and careful recording of achievement against learning goals.
5. The college offers a young enterprise programme, providing good links with industry which students use effectively to support their research. A range of academic visits is arranged to help students develop their study skills and prepare for examinations. There is insufficient attention given to the development of students’ key skills. Schemes of work and assignment briefs do not indicate how students can build evidence of their achievements in key skills.
6. Support for students is good. Careers and HE guidance are effective in directing students towards the range of opportunities available to them. Individual learning needs are accurately diagnosed and students have access to effective additional support.

### Leadership and management

1. Overall leadership and management are unsatisfactory. The use of self-assessment to improve provision is inadequate. The setting of priorities and challenging targets is insufficiently underpinned by an analysis of appropriate data. Although all teachers have been observed teaching, significant weaknesses have not been identified in teaching and learning. Appraisals have not been carried out for all staff. The management of business administration courses is good. The course team works effectively to set challenging and realistic targets for improvement. Issues affecting the quality of provision are appropriately identified and promptly resolved. The quality of teaching and learning is consistently good within the business administration course team. Equality of opportunity is promoted well within the department.

## Information and communications technology and computing

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

### Strengths

1. high standard of students’ work on GNVQ foundation and intermediate courses
2. good teaching in many lessons
3. wide range of learning resources to support students’ learning.

### Weaknesses

1. low pass rates on level 2 courses
2. students’ poor achievements on ICT key skills
3. insufficient links with industry to support learning.

### Scope of provision

1. The college offers courses at GCSE, AS level and GCE A level. Approximately 160 students are studying ICT at advanced level. There are approximately 15 students studying GNVQ at foundation level, 55 on the GNVQ intermediate course and 30 on the AVCE ICT course. There are 40 students on GCSE courses. The curriculum area is also responsible for the co-ordination and delivery of ICT key skills at levels 2 and 3 across the college. Most students are aged 16 to 18 and are studying full time. The number of adult students in this area has declined over the years between 2001 and 2003 and the provision is now small, with approximately 30 adult students enrolled on part-time ICT courses.

### Achievement and standards

1. In 2003, pass rates on GCE A-level and AVCE double award courses improved significantly to about the national average. Pass rates are low on AS-level ICT, AS-level computing and GNVQ intermediate ICT. Pass rates at A\* to C on GCSE information studies have been very low for the years 2002 and 2003. Students’ achievements on ICT key skills at levels 2 and 3 are very poor. In 2003, of the 283 students who were entered for level 3 ICT key skills, only 2 achieved a qualification. In the same year, the pass rate on level 2 ICT key skills was 26%. Results on GNVQ foundation ICT have remained around the national average for the three years to 2003.
2. Retention rates on most courses are at or above the national averages. On the AVCE double award and GNVQ foundation courses, retention rates are well above the national averages. On AS-level computing, retention rates have declined and are now significantly below the national average.
3. Overall, students make good progress and demonstrate appropriate skills and knowledge in their written and practical work. In most lessons, students demonstrate effective skills in problem solving and data handling. They are able to apply ICT theory to produce practical solutions. Students have good skills in accessing and using electronic information. There are insufficient opportunities for students to visit IT-related industries and extend their knowledge and understanding of how ICT is applied in the world of work. Students’ punctuality and attendance are poor, with latecomers disrupting the learning of punctual students. Students’ progression from AS level to GCE A level in this curriculum area is low, at 43%. In 2003, 70% of students studying at advanced level progressed to HE.

#### A sample of retention and pass rates in information and communications technology and computing, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GCSE information studies | 2 | No. of starts | 41 | 38 | 42 |
| % retention | 59 | 74 | 79 |
| % pass rate | 67 | 0 | 5 |
| GNVQ intermediate ICT | 2 | No. of starts | 45 | 63 | 57 |
| % retention | 73 | 87 | 82 |
| % pass rate | 52 | 25 | 49 |
| AS-level ICT | 3 | No. of starts | 66 | 54 | 76 |
| % retention | 88 | 87 | 87 |
| % pass rate | 55 | 74 | 62 |
| AVCE ICT double award | 3 | No. of starts | \* | 56 | 32 |
| % retention | \* | 73 | 81 |
| % pass rate | \* | 51 | 85 |
| GCE A-level ICT | 3 | No. of starts | \* | 35 | 33 |
| % retention | \* | 94 | 94 |
| % pass rate | \* | 67 | 90 |

*Source: ISR (2001 and 2002), college (2003)*

*\* course did not run*

### Quality of education and training

1. Most teaching is comprehensively planned and uses a variety of teaching and learning activities to stimulate and sustain students’ interest and participation. Teachers have good subject knowledge and a wide range of technical skills. The standard of teaching and of learning in many lessons is good. Teachers plan and implement a range of demanding activities to help their students grow in confidence and develop independent learning skills. Schemes of work are detailed, but some lesson plans are insufficiently detailed and fail to make reference to key skills.
2. In the best lessons, teaching is well differentiated and addresses the needs of students with differing abilities. In an AVCE lesson, the teacher effectively adapted the teaching of Visual Basic programming to clearly explain complex subject matter, and students made good progress in their practical and theoretical skills. In another lesson, the teacher successfully combined literacy and ICT skills using a variety of the students’ own experiences to form the basis of the lesson. In most lessons, learning objectives are clearly and explicitly shared with students and there is a good balance between theory and practical exercises. Teachers give effective support to students outside lessons.
3. In a minority of lessons, there is insufficient use of additional materials or a range of different teaching and learning methods to either extend the more able students or support the less able. In these lessons, students are not challenged to extend their skills and tasks are set that fail to interest students or support their learning.
4. Teaching accommodation is good. There is a wide range of material on the college intranet that provides good opportunities for students to undertake independent study and examination practice. Industry-standard networked computers are installed in all computer rooms. However, students have insufficient access to a range of different operating software to extend their knowledge and understanding. Many computers do not have zip drives or additional memory inserts to support students’ work on web design. The network is unreliable and there is inadequate IT technician support in teaching rooms.
5. Assessment of students’ work is satisfactory. The written feedback students receive on their major assignments and coursework is detailed and relevant. Teachers’ comments provide students with a clear explanation of what they need to do to improve their performance. However, feedback to students on their work in class and homework is less rigorous and frequently lacks the detail necessary for students to improve their performance. Assignments are vocationally relevant, appropriately timed and sufficiently challenging. Internal verification procedures are well established and effective.
6. Support for students is good. Students value the additional time given to them outside classes by their teachers and tutors. Initial assessment is used effectively on most courses. Additional support needs are identified at induction and detailed support plans are negotiated with students. GNVQ foundation students benefit from the support given by staff from the learning support team during lessons. The college tutoring system is effective and one-to-one tutorials are valued by staff and students.

### Leadership and management

1. Leadership and management are satisfactory. Course reviews have identified development priorities but not all weaknesses have been explicitly addressed. Action plans to address identified weaknesses in the curriculum area do not have sufficient milestones and targets against which progress can be monitored. There are regular and purposeful team meetings and students’ views are used in planning and review activities. There are many areas of good practice and interesting initiatives but these are not effectively shared between staff. The self-assessment report accurately identifies the majority of strengths and weaknesses in the provision.

## Sports, leisure and tourism

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

### Strengths

1. high pass rates on GCE A-level physical education and GNVQ intermediate leisure and tourism
2. productive links with local schools for leisure and recreation courses
3. effective monitoring of students’ progress
4. enhancement of students’ learning through additional qualifications.

### Weaknesses

1. low pass rates on AVCE leisure and recreation
2. low retention rates on AS-level level sports games and recreation and GNVQ intermediate leisure and tourism
3. insufficient use of differentiated teaching and learning.

### Scope of provision

1. There is an appropriate range of sports, leisure and tourism courses at intermediate and advanced level. The college offers an intermediate diploma in leisure and tourism and advanced single and double awards in leisure and recreation and travel and tourism. AS-level sports, games and recreation and GCE A-level physical education are also offered. Students are offered additional qualifications including air fares and ticketing, itinerary planning and foundation awards in coaching. There are 113 full-time students studying sports, leisure and tourism courses. Of these, 41 students are on AS-level and GCE A-level physical education courses. There are 72 students studying leisure and tourism and 259 students from across the college take part in a sports enrichment programme which includes basketball, table tennis and cricket. Students are aged 16 to 18 and are studying full time.

### Achievement and standards

1. Students achieved high pass rates on GCE A-level physical education and GNVQ intermediate leisure and tourism, with 100% of students passing in 2003. Students make better progress on this course than predicted by their prior attainment at GCSE. Pass rates on GNVQ intermediate leisure and tourism and AVCE travel and tourism are significantly above the national average. Pass rates on AVCE leisure and recreation are low. Retention rates on GNVQ intermediate leisure and tourism and AS-level sports, games and recreation are significantly below the national averages. The majority of students’ written work is good and coursework is well presented and organised. Overall, students work well in most lessons and show interest and enthusiasm for their studies.

#### A sample of retention and pass rates in sports, leisure and tourism, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GNVQ intermediate leisure and tourism | 2 | No. of starts | 35 | 22 | 17 |
| % retention | 77 | 86 | 65 |
| % pass rate | 67 | 84 | 100 |
| AS-level sports, games and recreation | 3 | No. of starts | 22 | 21 | 27 |
| % retention | 77 | 67 | 74 |
| % pass rate | 82 | 100 | 95 |
| AVCE leisure and recreation (double award) | 3 | No. of starts | \* | 16 | \*\* |
| % retention | \* | 44 | \*\* |
| % pass rate | \* | 57 | \*\* |
| AVCE travel and tourism (double award) | 3 | No. of starts | \* | 24 | 22 |
| % retention | \* | 50 | 68 |
| % pass rate | \* | 92 | 93 |

Source: ISR (2001 and 2002), college (2003)

\* course did not run  
\*\* fewer than 15 starters enrolled

### Quality of education and training

1. Much teaching is well planned and students make satisfactory progress. The best lessons use a variety of activities which effectively link theory to industry practice. In these lessons, students are successfully encouraged to transfer knowledge from one subject to another. For example, in a leisure and recreation lesson, students prepared coaching activities for school children in sport and tested different types of exercises to arrive at the most suitable activities for younger children. Another group undertook a risk assessment and accurately identified the issues and problems connected with simple activities. In another lesson, students worked on the Internet, finding details of jobs in which they were interested and then cross-referred the necessary qualities and skills that were needed for the jobs to their own profile. In these lessons, students were stimulated and interested and made good progress. In less effective lessons, teaching is insufficiently differentiated and fails to challenge the most able and support the less able. In these lessons, there is an over-reliance on a narrow range of teaching strategies and students remain passive for most of the lesson. There is insufficient use of ILT to support learning in many lessons. In the minority of lessons where it is used, it provides effective support and students make good progress. Students have access to teachers’ powerpoint presentations and they provide a useful and effective tool to revise or review teaching and learning materials.
2. Learning resources are adequate for the curriculum area. The physical education base room is well stocked and students work with current textbooks and CD-ROMs. The sports facilities are in need of refurbishment. Facilities include a swimming pool, gym and fitness suite, and are used well on all physical education and leisure courses and the college enrichment programme. Travel and tourism resources are up to date but are inadequate for the number of students in the area. Teaching staff are well qualified, with appropriate teaching qualifications, and many have relevant industry experience. Working relationships between staff and students are good. Leisure and tourism assignments are well designed and vocationally relevant. Students receive positive and detailed verbal and written assessment and effective guidance on how to improve their performance. Assessment programmes are well planned and course handbooks give clear guidance on assessment procedures. All students are tested at the start of their course to establish base achievement grades, and students and staff use these effectively as a focus for individual learning plans.
3. Links with outside organisations are good in leisure and tourism. There is a regular programme of guest speakers, and students undertake appropriate work experience. Productive relationships with local schools give leisure and recreation students opportunities to coach children in a range of sports. Tutorials provide effective support to the monitoring of students’ progress.

### Leadership and management

1. Leadership and management are satisfactory. Managers provide energetic leadership and course teams regularly review courses to consider how well they meet the needs of students and employers. Students’ views are valued and are acted upon. The packages of additional subjects for leisure and tourism are well designed. Course teams contribute to detailed self-assessment but the report fails to recognise all the weaknesses within the curriculum area. Lesson observations have been carried out in the area but have failed to improve teaching and learning. Communications within the curriculum area are good.

## Visual arts

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

### Strengths

1. high pass rates
2. high standards of students’ work
3. much good and very good teaching
4. good support for students with different abilities
5. effective leadership and management of the area.

### Weaknesses

1. declining retention rates on GCSE photography, AS-level graphics and AVCE art and design
2. low attendance and poor punctuality on a minority of courses
3. insufficient ICT resources to support learning.

### Scope of provision

1. The college offers an appropriate range of courses in visual arts. There are 367 students in the curriculum area. Most students are aged 16 to 18 and are studying full time. The number of adults studying in the area has declined, and in 2003 there were 12 adults enrolled on visual arts courses. The college offers GNVQ intermediate and AVCE art and design, GCSE art and design and photography, and AS-level and GCE A-level graphic design, fine art, and photography. Part-time courses at levels 1 and 2 are offered in life drawing and photography. The AVCE course in art and design is offered as a single award, with students completing after one year, and as a double award completed after two years of study.

### Achievement and standards

1. Pass rates are very high and are on or above the high national averages. Pass rates for GCSE photography, GNVQ intermediate art and design, AS-level fine art and graphic design and AVCE and GCE A-level art and design are all above national averages. However, retention rates are low for GCSE photography and AVCE art and design. Students attain a high standard in a range of art and design activities. These standards are demonstrated in sketchbook work, research and investigation, drawing and painting, general graphic design, typography, photography, textiles, visual communication and three-dimensional design. Students are encouraged to work independently and develop good personal and learning skills.

#### A sample of retention and pass rates in visual arts, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GCSE photography | 2 | No. of starts | 34 | 29 | 39 |
| % retention | 79 | 79 | 67 |
| % pass rate | 70 | 83 | 92 |
| GNVQ intermediate art and design | 2 | No. of starts | 24 | 19 | 25 |
| % retention | 83 | 84 | 84 |
| % pass rate | 65 | 94 | 100 |
| AS-level fine art/graphics | 3 | No. of starts | 44 | 75 | 69 |
| % retention | 82 | 90 | 80 |
| % pass rate | 81 | 86 | 91 |
| AS-level photography | 3 | No. of starts | 36 | 37 | 41 |
| % retention | 86 | 86 | 88 |
| % pass rate | 97 | 97 | 100 |
| AVCE art and design | 3 | No. of starts | \* | 21 | 22 |
| % retention | \* | 67 | 64 |
| % pass rate | \* | 93 | 100 |
| GCE A-level art and design | 3 | No. of starts | \* | 32 | 54 |
| % retention | \* | 97 | 93 |
| % pass rate | \* | 94 | 98 |

*Source: ISR (2001 and 2002), college (2003)*

*\* course did not run*

### Quality of education and training

1. Teaching is very good. Lessons are well planned and take account of students' individual needs. There is effective classroom management. Teachers generally have detailed lesson plans that are related to detailed schemes of work. Aims, objectives and learning outcomes are challenging and motivate students. However, a few lesson plans have insufficiently detailed aims and objectives.
2. Teaching and learning are supported by a wide range of handouts. These are particularly helpful for teachers working with students of different abilities. Teachers are enthusiastic and create an atmosphere of challenging and lively work. In one outstanding lesson in graphic design, students were introduced to techniques of research and investigation and made very good progress demonstrating a wide variety of individual styles. In one AVCE lesson, students used their experimental and observational drawing skills as a basis for exploring ideas in lino printing. The work resulted in a variety of exciting images. Students are encouraged to research project topics thoroughly, and to make frequent references to contemporary and historical ideas in art and design. In a few lessons, attendance was low and there was a lack of punctuality.
3. Accommodation and specialist resources are good, with a range of studios and workshops that have good displays of work. A few studios are too small for the large groups who use them. There is good access for wheelchair users and students with restricted mobility. The library and learning resource centre provides a wide range of books and journals. This facility is well used by students who receive effective support from the specialist staff. Teachers are appropriately qualified and have a range of specialist expertise. They are well assisted by studio support technicians. Computer facilities have improved, but students have insufficient access to workstations and an appropriate range of software.
4. Students’ progress is effectively monitored. The assessment of students’ work is regular and accurate. Teachers' written feedback to students is supportive and is effective in helping them to make progress.
5. Support for students is good. Students value the support they receive from their teachers and personal tutors. They get good guidance on admission to the college and are introduced to a range of helpful activities that induct them into the area of learning. Teaching and learning are often supported by a range of handouts that make particularly good use of visual imagery to support students of different abilities. Tutorials are well planned and effective. They provide opportunities for students to agree and measure progress against personal targets for improvement. Students’ progression both within the area of learning and to HE is good. For example, many students completing the GNVQ intermediate course progress to level 3 courses and there is good progression from the first year to the second year of the AVCE.

### Leadership and management

1. Leadership and management are good. The curriculum area is well led and effectively managed. Teachers meet regularly as an area team and set and use demanding targets for retention and pass rates. Managers have an appropriate focus on raising standards and regularly monitor students’ performance. Weaknesses, including retention, have been recognised and strategies for improving retention rates have been put into place. Communication between teachers and managers is good. Self-assessment is rigorous and includes course reviews, team meetings and student surveys. Lesson observations are used to identify staff training needs and improve the quality of teaching and learning.

## Performing arts and media

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

### Strengths

1. high pass rates on most courses
2. much good teaching
3. good support for students.

### Weaknesses

1. low A\* to C pass rates for GCSE media and GCSE drama
2. poor punctuality and attendance
3. a few lessons where students make unsatisfactory progress.

### Scope of provision

1. There are 242 students in the curriculum area, with 148 of these studying media. The college offers GCE A-level courses in drama and theatre studies, film and television studies, media studies and music. AS-level courses are offered in drama, film and television studies, media studies, music technology, music history and theory and music. There are GCSE courses in media and theatre and dramatic arts. Students can study for music theory examinations at grade 3 and grade 5. Students are aged 16 to 18 and are studying full time.

### Achievement and standards

1. In 2003, there were high pass rates for GCE A-level and AS-level drama and media studies and film and television studies. However, the number of students achieving high grades was below the national average. Pass rates at A\* to C on GCSE media and GCSE drama are low. In 2003, pass rates for GCSE drama declined to significantly below the national average. Retention rates are at or above national averages, with the exception of AS-level film and television production, where the retention rate in 2003 declined to significantly below the national average. Most students on advanced courses achieve better grades than those predicted from their prior attainment at GCSE.
2. Students on media and film studies courses frequently produce work of a high standard that demonstrates good ILT skills. Drama students’ practical work shows good understanding of texts and there is a high standard of performance. Attendance and punctuality are poor and lessons are disrupted by latecomers.

#### A sample of retention and pass rates in performing arts and media, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GCSE media | 2 | No. of starts | 36 | 35 | 46 |
| % retention | 83 | 86 | 78 |
| % pass rate | 79 | 63 | 39 |
| AS-level drama | 3 | No. of starts | 33 | 36 | 51 |
| % retention | 79 | 83 | 86 |
| % pass rate | 65 | 93 | 100 |
| AS-level film and television production | 3 | No. of starts | \* | 18 | 22 |
| % retention | \* | 89 | 64 |
| % pass rate | \* | 87 | 100 |
| AS-level media studies | 3 | No. of starts | 66 | 86 | 85 |
| % retention | 76 | 85 | 84 |
| % pass rate | 100 | 96 | 100 |
| GCE A-level media studies | 3 | No. of starts | \* | 34 | 44 |
| % retention | \* | 97 | 93 |
| % pass rate | \* | 100 | 100 |
| GCE A-level drama and theatre studies | 3 | No. of starts | \* | 25 | 24 |
| % retention | \* | 80 | 92 |
| % pass rate | \* | 90 | 95 |

*Source: ISR (2001 and 2002), college (2003)*

*\* course did not run*

### Quality of education and training

1. There is much good teaching in the curriculum area with well-planned and effective lessons. In the best lessons, students are appropriately challenged and make good progress. In a GCE A-level music technology lesson, students transposed original scores onto a computer, adjusting timing and tempo with precision. An energetic and disciplined dance lesson used well-differentiated activities which addressed the needs of the full ability range of students. There is good use of ILT to promote and support learning. In an AS-level media lesson, students were successfully encouraged to evaluate their projects through the writing of a problem page, with advice to other students on how to avoid their mistakes. Students demonstrated a high standard of IT skills when creating their own colourful magazine. In another lesson, students analysed film techniques using back projections and film scripts. In a few lessons, teaching is insufficiently differentiated and fails to stimulate or interest students. In these lessons, students remain passive for long periods of time and make unsatisfactory progress. There is an over-reliance on a limited range of teaching strategies and students do not participate actively in their learning.
2. Classrooms, practical areas and learning resources are generally satisfactory. However, a minority of rooms are too small for the groups that use them. Studios used for drama are large but in need of refurbishment. Students studying dance have the use of a well-sprung floor; however, the studio is frequently cold and lacks mirrors. There are good resources to support learning in music technology. There are a wide range of books and periodicals to support learning. Staff are well qualified and enthusiastic and demonstrate good specialist subject knowledge.
3. Students’ practical and written work is regularly assessed. Work is marked promptly and written feedback from teachers provides helpful advice to students on how to improve their performance. However, a minority of marking is insufficiently detailed and clear and fails to provide adequate guidance to students for improving their performance. Progression rates between level 2 and level 3 courses are low for drama but are high for media. In 2003, only one student progressed from level 2 drama to study at level 3 whilst 100% of media students progressed to the next level in the subject.
4. There is good support for students. Students requiring additional support are promptly identified and baseline grades are used effectively to plan and measure students’ progress. There are extensive and effective induction activities and students settle quickly on to their courses. Staff are readily available to provide support outside the classroom and students value this informal guidance and support.

### Leadership and management

1. Leadership and management are good. There is effective leadership of the area. Development plans are detailed and based on good information about students’ needs. Provision in the area has been changed to include an increased vocational element in the light of poor pass rates on GCSE courses. There are regular and effective course team meetings. Communication within the area is good and equal opportunities are well promoted in the area. However, the self-assessment report fails to identify all the weaknesses in the area and deadlines are not clear in the action plans.

## Humanities

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

### Strengths

1. high pass rates on GCE A-level sociology
2. good participation and progress of students in many lessons
3. effective monitoring of students’ progress
4. lively and interesting teaching in many lessons.

### Weaknesses

1. low pass rates on most AS-level courses in 2003
2. low pass rates on most GCE A-level courses in 2003
3. unsatisfactory attendance and punctuality in many lessons
4. insufficiently differentiated teaching and learning in a few lessons.

### Scope of provision

1. The college offers eight humanities and social science subjects at AS level and six at GCE A level. The one GCSE offered is law. Overall, there are 426 humanities students, with psychology and sociology being the most popular subjects. Students can choose from AS-level critical thinking and AS-level and GCE A-level geography, government and politics, history, law, psychology and sociology. AS-level general studies and critical thinking were introduced in 2003. AS-level critical thinking is also offered to students aged 14 to 16 from local schools. Students are aged 16 to 18 and attend full time.

### Achievement and standards

1. Most pass rates are low. At AS level and GCE A level in 2003, with the exception of sociology and AS-level law, pass rates were below national averages. Pass rates high grade were below average throughout the curriculum area. Analysis of students’ progress based on their previous grades at GCSE shows that government and politics students achieve better than their prior attainment indicates and that students’ pass rates for history and sociology are at or above those predicted. Pass rates for geography and psychology show students performing below the level that would be predicted by their prior attainment. Retention rates on advanced level courses improved in 2003, and have improved or remained stable; however, they remain below the national averages. The pass rate for GCSE social studies at grades A\* to C fell to 13% in 2003, compared with the national average of 56%, and the retention rate declined to 62%. Progression from AS level to GCE A level is low, at 56%. Attendance and punctuality are poor, with students frequently arriving late to lessons and disrupting the learning of punctual students.
2. Students produce work of a satisfactory standard with structured essay answers which demonstrate competent understanding. Students use specialist vocabulary in oral and written work and many are confident in the analysis of complex questions, particularly on GCE A-level courses. Some students are developing independent study skills, using books and electronic resources. GCSE law students can briefly explain topics but their oral skills are less developed than their written work.

#### A sample of retention and pass rates in humanities, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GCSE social studies | 2 | No. of starts | 26 | 50 | 37 |
| % retention | 65 | 84 | 62 |
| % pass rate | 53 | 62 | 13 |
| AS-level level law | 3 | No. of starts | 49 | 60 | 70 |
| % retention | 73 | 95 | 81 |
| % pass rate | 72 | 70 | 82 |
| AS-level level psychology | 3 | No. of starts | 83 | 94 | 110 |
| % retention | 82 | 83 | 86 |
| % pass rate | 66 | 67 | 80 |
| GCE A-level geography | 3 | No. of starts | 23 | 23 | 18 |
| % retention | 87 | 91 | 89 |
| % pass rate | 95 | 86 | 88 |
| GCE A-level history | 3 | No. of starts | 45 | 35 | 45 |
| % retention | 64 | 89 | 98 |
| % pass rate | 90 | 100 | 86 |
| GCE A-level sociology | 3 | No. of starts | 42 | 18 | 17 |
| % retention | 55 | 78 | 94 |
| % pass rate | 91 | 93 | 100 |

*Source: ISR (2001 and 2002), college (2003)*

*\* course did not run*

### Quality of education and training

1. Most teaching is satisfactory or better, with teachers using varied methods and successfully involving and motivating students. Teaching is generally well planned and allows students to become familiar with topic material by carefully controlled individual, group and pair work, as well as whole-class discussions. In the best lessons, students’ understanding and learning are extended by open questions, feedback, spider diagrams, quizzes and worksheets. Students considering the reasons for the fall of the Weimar Republic researched the alternatives and voted as a preliminary to explaining their choice. In a government and politics lesson on race and ethnicity, students discussed a topical news story, using the previous day’s newspapers as well as other cuttings, articles and objects. Psychology students worked in groups to make posters summarising information on different aspects of the physiological approach, then presented them to the rest of the class. In these lessons, teaching was lively and interesting and students made good progress. In less effective lessons, teaching is insufficiently differentiated to address the full range of students’ abilities. In these lessons, students’ progress is unsatisfactory and their attention and interest is not sufficiently engaged. There is insufficient use of ICT in humanities lessons.
2. Monitoring and assessment are generally effective in promoting students’ progress. Assignments are set regularly and marked accurately. The best marking identifies literacy and subject-based inaccuracies and includes encouragement, reference to exam criteria and clear indications to students’ on how they can improve their own performance. However, there are examples of marked work that contains insufficient annotation, comment or suggestions to students. There is good individual help to students by subject staff, as well as lunchtime workshops and monitoring of performance. Most students are co-operative, interested and involved in their work, and enjoy their lessons, particularly those which require them to participate.
3. Teachers are experienced and well qualified. Subject rooms have a strong subject identity, with appropriate displays of material, including students’ work. Psychology and one critical thinking class are taught in a mobile classroom which is inadequate for the groups who use it. Library resources are adequate and mainly well used, although there is insufficient study space. Sets of textbooks and reference copies of books are also available in classrooms.
4. There are good diagnostic and initial assessments which form the basis for a supportive monitoring system which is valued by students. Progress is regularly discussed with teachers and tutors, and checked and notified to parents, with an invitation to discuss the report at a parents’ evening. Students are given regular opportunities to focus on their strengths and weaknesses and to plan a clear course of action to address the required improvements. There is effective subject support. Students are offered workshop opportunities for any subject difficulties and use the skills centre for specific issues such as aspects of essay writing.
5. Information and guidance for students at enrolment and induction are detailed and enable them to make an informed choice of subjects. Induction is effective, and quick coverage of administrative issues combined with lengthier subject induction allows students to quickly settle into their courses.

### Leadership and management

1. Leadership and management are satisfactory. There are regular reviews of departmental issues but these reviews are not informed by full and accurate data on achievement and retention. Teaching staff participate in planning through department meetings, and course directors report and contribute to the curriculum forum. There are regular meetings, with discussion of practical and planning issues, but the minutes of these meetings are insufficiently detailed. Lesson observation has taken place across the area but a number of observations are not graded and those that are graded show an unrealistically high proportion of high grades. There are no clear links between lesson observations and the staff development programme.

## English and modern foreign languages

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

### Strengths

1. high pass rates on most GCE A level courses
2. effective monitoring of students’ progress
3. good support for individual students.

### Weaknesses

1. low pass rates in a minority of courses
2. insufficiently challenging activities in a few lessons
3. poor punctuality and attendance.

### Scope of provision

1. The college offers an appropriate range of courses in English and modern foreign languages. English provision includes GCSE English language, AS-level English language and literature, AS-level English literature and GCE A-level English language, English literature, and English language and literature. The languages provision includes GCSE Spanish, Italian and Japanese and GCE A-level French, German, Spanish, Italian and Japanese. Business language courses are offered in French, Spanish and Italian, and evening classes are offered in French and Spanish. Most students are aged 16 to 18 and are studying full time. There are 395 students enrolled on English courses and 153 enrolled on language courses. There are 26 adult students studying modern foreign languages at evening classes. Most students are aged 16 to 18 and are studying full time.

### Achievement and standards

1. Students achieve high pass rates for most GCE A-level examinations. In 2003, there was 100% pass rate for English language and literature, English literature, French, German and Spanish. Most students on GCE A-level modern foreign language courses are achieving better results in the examinations than predicted for them on the basis of their GCSE results. However, pass rates are below the national averages in most AS-level and GCSE courses. The pass rates for AS-level Spanish and English language were low in 2003. The proportion of high grades is low on most AS-level and GCE A-level English courses. Many pass rates improved in 2003, and GCSE English pass rates at A\* to C improved to above the national average. Retention rates on most English courses are below the national averages.
2. Overall, the standard of students’ written work in English is satisfactory, but few students produce written work which is very good. Students’ written work is generally well organised and uses accurate grammar, spelling and punctuation but analysis and coverage of the topics are often inadequate. The standard of students’ written work in languages is satisfactory and a minority of students produce very good written work. However, students demonstrate insufficient knowledge of basic vocabulary and grammar in oral work. Students’ attendance and punctuality are poor and latecomers frequently disrupt the learning of punctual students.

#### A sample of retention and pass rates in English and modern foreign languages, 2001 to 2003

| Qualification | Level | Completion year: | 2001 | 2002 | 2003 |
| --- | --- | --- | --- | --- | --- |
| GCSE English language | 2 | No. of starts | 158 | 140 | 184 |
| % retention | 77 | 76 | 61 |
| % pass rate | 25 | 48 | 54 |
| GCSE Spanish | 2 | No. of starts | \*\* | 18 | 26 |
| % retention | \*\* | 89 | 69 |
| % pass rate | \*\* | 19 | 22 |
| AS-level level English language and literature | 3 | No. of starts | 67 | 60 | 94 |
| % retention | 76 | 83 | 84 |
| % pass rate | 84 | 84 | 86 |
| AS-level level English literature | 3 | No. of starts | 25 | 23 | 30 |
| % retention | 84 | 87 | 83 |
| % pass rate | 76 | 75 | 88 |
| AS-level level French | 3 | No. of starts | 22 | 21 | 27 |
| % retention | 82 | 81 | 89 |
| % pass rate | 72 | 82 | 75 |
| GCE A-level English language and literature | 3 | No. of starts | 73 | 46 | 40 |
| % retention | 70\* | 93 | 95 |
| % pass rate | 94 | 84 | 100 |

*Source: ISR (2001 and 2002), college (2003)*

*\* two-year retention rate  
\*\* fewer than 15 starters enrolled*

### Quality of education and training

1. Most teaching is well planned and students make satisfactory progress. In the best lessons, teaching is sufficiently differentiated to challenge the most able and support the less able. For example, in a GCE A-level English lesson introducing Chaucer’s poetry, students initially worked in pairs on a few lines of the *Portrait of the Miller* to identify the words they could not understand, before feeding back and discussing both the content of the lines and the differences between middle and modern English. The students’ interest was engaged and sustained and they made good progress in their understanding and appreciation of the text. In less effective lessons, the teachers’ expectations are low and activities are insufficiently demanding. Questioning techniques in these lessons are ineffective and students make insufficient progress. In a minority of modern foreign language lessons, the teachers make insufficient use of the language being learnt to support the students’ language development.
2. Teachers are well qualified and demonstrate good subject knowledge. Modern foreign language teachers are native speakers and students’ listening and speaking skills are effectively developed through regular practice with language assistants. Teaching and learning resources are good. Students have access to a language centre with a wide range of materials and computers. The language base rooms are well equipped and include computers with Internet access. The base rooms for both English and languages include resources such as dictionaries and audio-visual equipment and have relevant and attractive displays. Library book stock for English is adequate. The college’s intranet includes sites for English and modern foreign languages courses and, although at an early stage of development, the sites include useful materials which are well used by students.
3. Assessment and monitoring of students’ progress are good. Assessment is regular and well planned. Students’ work is marked accurately and returned promptly. The written and oral feedback students receive gives them detailed information on their progress and what they need to do to improve.
4. Students receive good individual support from their tutors, teachers and other college staff. The tutorial system is effective and involves regular reviews of students’ progress and action planning to sustain and improve performance. Students on modern foreign languages courses benefit from a rich and varied programme of visits and exchanges.

### Leadership and management

1. Leadership and management are satisfactory. The provision is well organised on a day-to-day basis, but managers have not paid sufficient attention to improving the quality of teaching and learning. Course teams have regular and purposeful formal meetings. All teachers are involved in the production of the annual self-assessment reports. Although these are comprehensive and include action plans which are monitored, they are insufficiently self-critical. Targets for recruitment, retention and achievement are set as part of the process. All teachers are observed twice a year by their line managers, but the grades awarded have been overgenerous. Support for staff development is good, and teachers regularly attend in-house or external training courses and events.

# Part D: College data

## Table 1: Enrolments by level of study and age

| Level | 16–18 % | 19+ % |
| --- | --- | --- |
| **1** | 8 | 19 |
| **2** | 26 | 22 |
| **3** | 66 | 44 |
| **4/5** | 0 | 0 |
| **Other** | 0 | 16 |
| **Total\*** | **100** | **100** |

Source: provided by the college in 2004

\* figures have been rounded and may not total 100%

## Table 2: Enrolments by curriculum area and age

| Curriculum area | 16–18  No. | 19+  No. | Total  Enrolments (%) |
| --- | --- | --- | --- |
| Science and mathematics | 631 | 29 | 15 |
| Land-based provision | 0 | 0 | 0 |
| Construction | 0 | 0 | 0 |
| Engineering, technology and manufacture | 55 | 0 | 1 |
| Business administration, management and professional | 507 | 41 | 13 |
| Information and communication technology | 731 | 19 | 17 |
| Retailing, customer service and transportation | 0 | 0 | 0 |
| Hospitality, sports, leisure and travel | 143 | 1 | 3 |
| Hairdressing and beauty therapy | 0 | 0 | 0 |
| Health, social care and public services | 25 | 4 | 1 |
| Visual and performing arts and media | 719 | 24 | 17 |
| Humanities | 722 | 22 | 17 |
| English, languages and communication | 287 | 23 | 7 |
| Foundation programmes | 70 | 2 | 2 |
| Unknown AOL | 296 | 20 | 7 |
| **Total** | **4186** | **185** | **100** |

Source: provided by the college in 2004

## Table 3: Retention and achievement

| Level (Long Courses) | Retention and pass rate | Completion year | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 16–18 | | | 19+ | | |
| 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| **1** | Starters excluding transfers | 661 | 364 | 446 | 108 | 54 | 65 |
| Retention rate % | 87 | 75 | 96 | 83 | 87 | 77 |
| National average % | 79 | 80 | 78 | 71 | 70 | 72 |
| Pass rate % | 61 | 63 | 89 | 54 | 53 | 84 |
| National average % | 70 | 66 | 71 | 67 | 70 | 75 |
| **2** | Starters excluding transfers | 994 | 1,019 | 983 | 30 | 82 | 50 |
| Retention rate % | 76 | 78 | 85 | 63 | 76 | 82 |
| National average % | 80 | 80 | 81 | 71 | 72 | 71 |
| Pass rate % | 76 | 76 | 76 | 58 | 42 | 63 |
| National average % | 80 | 85 | 84 | 70 | 68 | 71 |
| **3** | Starters excluding transfers | 1,354 | 2,225 | 2,062 | 22 | 20 | 49 |
| Retention rate % | 74 | 76 | 84 | 41 | 75 | 71 |
| National average % | 75 | 80 | 89 | 63 | 64 | 69 |
| Pass rate % | 79 | 77 | 74 | 67 | 87 | 66 |
| National average % | 85 | 86 | 88 | 65 | 67 | 75 |
| **4/5** | Starters excluding transfers | 606 | 353 | 29 | 30 | 24 | \* |
| Retention rate % | 97 | 86 | 100 | 100 | 83 | \* |
| National average % | 91 | 92 | 93 | 89 | 90 | \* |
| Pass rate % | 63 | 74 | 72 | 60 | 65 | \* |
| National average % | 72 | 73 | 78 | 71 | 73 | \* |

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 1999/2000 to 2001/02: College ISR.

\* fewer than 15 starters enrolled

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Courses | Teaching judged to be: | | | No of sessions observed |
| Good or better  % | Satisfactory % | Less than satisfactory % |
| Level 3 (advanced) | 63 | 31 | 6 | 79 |
| Level 2 (intermediate) | 62 | 38 | 0 | 26 |
| Level 1 (foundation) | 71 | 0 | 29 | 7 |
| **Totals** | **64** | **30** | **6** | **112** |

Notes