

REPORT
FROM THE
INSPECTORATE

Reinspection of curriculum areas 1994-95

July 1995

THE
FURTHER
EDUCATION
FUNDING
COUNCIL

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The Further Education Funding Council has a legal duty to make sure further education in England is properly assessed. The FEFC's inspectorate inspects and reports on each college of further education every four years. The inspectorate also assesses and reports nationally on the curriculum and gives advice to the FEFC's quality assessment committee.

College inspections are carried out in accordance with the framework and guidelines described in Council Circular 93/28. They involve full-time inspectors and registered part-time inspectors who have knowledge of and experience in, the work they inspect. Inspection teams normally include at least one member who does not work in education and a member of staff from the college being inspected.

GRADE DESCRIPTORS

The procedures for assessing quality are set out in the Council Circular 93/28. During their inspection, inspectors assess the strengths and weaknesses of each aspect of provision they inspect. Their assessments are set out in the reports. They also use a five-point grading scale to summarise the balance between strengths and weaknesses. The descriptors for the grades are:

- *grade 1 – provision which has many strengths and very few weaknesses*
- *grade 2 – provision in which the strengths clearly outweigh the weaknesses*
- *grade 3 – provision with a balance of strengths and weaknesses*
- *grade 4 – provision in which the weaknesses clearly outweigh the strengths*
- *grade 5 – provision which has many weaknesses and very few strengths.*

REINSPECTION OF CURRICULUM AREAS

The Council has agreed that colleges with programme areas judged by the inspectorate to have more weaknesses than strengths (grade 4 or 5) will not be permitted to increase the number of new students enrolled in the first year of the relevant programme area or areas until it is satisfied that the weaknesses have been addressed satisfactorily. These arrangements came into effect for the 1994-95 funding round.

Arrangements are made to reinspect curriculum areas graded 4 or 5 in time for the next funding round. This is a report on those curriculum areas which have been reinspected in time for the 1995-96 funding round.

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FEFC INSPECTION REPORT 101/95

REINSPECTION OF CURRICULUM AREAS, OCTOBER 1994–MARCH 1995

Summary

In 1994-95, inspectors visited 12 colleges to reinspect 15 curriculum areas which had been judged by the inspectorate to have more weaknesses than strengths during the 1993-94 college inspection round. Significant improvements were found in 14 of the 15 curriculum areas. The reinspection grades are shown below.

<i>College</i>	<i>Curriculum area</i>	<i>Inspection grades</i>	
		<i>1993-94</i>	<i>Reinspection</i>
Abingdon College	– art and design	4	2
Bracknell College	– catering	4	2
Bromley College	– hairdressing	5	3
Daventry Tertiary College	– art and design	4	3
Grantham College	– learning support	4	3
Hendon College	– hairdressing and beauty	4	3
	– humanities	4	3
	– science and mathematics	4	4
College of North East London	– students with learning difficulties and/or disabilities	4	2
Penwith College	– students with learning difficulties and/or disabilities	4	3
Selby College	– hairdressing and beauty	4	3
Stourbridge College	– mathematics	4	3
Trowbridge	– general education	4	3
	– science and mathematics	4	3
Wilberforce College	– modern languages	4	2

Science and mathematics at Hendon College, which was again graded 4 on reinspection, will be offered a further reinspection during the college year 1995-96.

ABINGDON COLLEGE
SOUTH EAST REGION

Reinspection of art and design: March 1995

Background

Abingdon College was previously inspected in October 1993 and the findings of the inspection were recorded in college inspection report 02/94. Provision in art and design was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- a lack of clear direction
- a lack of coherence in the staff team and deficiencies in the management of teaching
- a narrow range of courses which failed to provide students with clear routes for progression
- poor equipment and scattered accommodation
- inadequate facilities for information technology.

Inspection arrangements

Art and design at Abingdon College was reinspected by one inspector on 13 March 1995.

Inspection findings

The weaknesses identified in the earlier inspection have been thoroughly addressed. The college has made a substantial investment in refurbishing accommodation for art and design and in purchasing new equipment, computers and books. The use of space has been rationalised, with cognate areas brought together. The ceramics area has been made safe and greatly enhanced facilities are now available for photography. New equipment has been carefully selected to broaden the range of processes which students can use, for example, in printmaking. The GNVQ course documentation is logical and clear. Core skills in numeracy are integrated with aspects of the specialist curriculum wherever possible and extra support is provided for students who need it. This strategy makes efficient use of resources and prevents any stigma being attached to students who have particular learning difficulties. There is a realistic programme for extending the range of courses. Theoretical studies contribute to the quality of students' practical work. Students' enthusiasm for art and design is fostered through a wide-ranging programme of museum and gallery visits. The new head of art and design has brought a sense of purpose to the area and staff are working well as a team. There is improved interaction with the rest of the college and links with industry and other colleges are developing. The college should extend its external links, particularly those which secure a wider range of progression routes for students and make further improvements to learning resources, including books and multi-media materials to support projects.

Revised grade: art and design 2.

**BRACKNELL COLLEGE
SOUTH EAST REGION**

Reinspection of catering: December 1994

Background

The catering provision at Bracknell College was previously inspected on 1 and 2 November 1993 and the findings of the inspection were recorded in college inspection report 15/94. Provision in catering was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- an inability to deal with competition from established local providers
- the sole provision of NVQ level 2 food preparation and cookery gave students a limited choice and inadequate opportunity for progression
- work placements were not vetted for educational suitability
- the underpinning knowledge was poorly delivered
- there was no strategy for the development of catering
- guidance and support for students was minimal
- the work sometimes failed to challenge and extend students
- there was a lack of quality assurance
- industrial assessors were not qualified to appropriate TDLB standards
- there was no specialist accommodation for theory.

Inspection arrangements

Catering provision at Bracknell College was reinspected by one inspector on 1 and 2 December.

Inspection findings

It remains the case that a few students are insufficiently challenged and extended by their work. However, in all other respects the weaknesses identified in the earlier inspection have been addressed. The college has established a distinctive and effectively marketed programme of work-based and college-based provision which is meeting the competition from other local providers of catering education. Food preparation and cookery at NVQ level 2 is supplemented by food service, and staff explain fully to students the opportunities for progression. Senior managers have developed a better understanding of catering education at the college and are providing a strategy to support the programme manager. Guidance and support systems have been strengthened. Industrial placements are thoroughly assessed for their suitability. Underpinning knowledge is relevant and delivered in a structured and consistent way. Quality assurance is maintained through course meetings, action statements and reviews; there are schedules, schemes of work and report forms. The external verifier finds no deficiencies in the quality assurance arrangements for NVQ hospitality and catering. Industrial assessors are trained to appropriate TDLB standards. There is regular monitoring and training for new assessors. There is now a specialist room for theory.

Revised grade: catering 2.

**BROMLEY COLLEGE
GREATER LONDON REGION**

Reinspection of hairdressing: November 1994

Background

Bromley College was previously inspected in November 1993 and the findings of the inspection were recorded in college inspection report 03/94. Provision in hairdressing was judged to have many weaknesses and very few strengths. The main weaknesses were:

- a lack of clear management of the section, which had a detrimental effect on the quality of teaching
- poor systems of record keeping and for monitoring students' progress and achievements
- no full-time member of staff was trained as an NVQ assessor
- a lack of staff development in methods of teaching and assessment for NVQs.

Inspection arrangements

Hairdressing provision at Bromley College was reinspected by two inspectors on 31 October and 2 November 1994.

Inspection findings

The weaknesses identified in the earlier inspection have been addressed. The newly-appointed head of section has made good progress in establishing professional working relationships with the staff and in strengthening management procedures. A tutorial system has been introduced to monitor students' progress. All students have a regular individual review with their tutors. Procedures for monitoring attendance and punctuality and for following up non-attendance are being enforced. There is now thorough documentation to support the assessment of NVQs. The head of section is a trained assessor and internal verifier. One member of staff has completed training as an assessor and others are in the process of training. Staff development has taken place to raise awareness of and a commitment to NVQs. Good practice in teaching methods is beginning to be shared and should be extended. Further training is needed to help staff develop the teaching, assessment and information skills required to support proposed developments.

Revised grade: hairdressing 3.

**DAVENTRY TERTIARY COLLEGE
EAST MIDLANDS REGION**

Reinspection of art and design: March 1995

Background

Daventry Tertiary College was previously inspected in February 1994 and the findings of the inspection were recorded in college inspection report 37/94. Provision in art and design was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- insufficient rigour in GCE/GCSE teaching to ensure that all students reached their full potential
- a lack of management experience and the management control required to introduce new courses
- limited resources appropriate to the increased range of provision, especially equipment for computer-aided art and design
- a lack of specific staff development in teaching and assessment for those staff teaching GNVQ programmes
- a lack of staff confidence in addressing vocational aspects of art and design
- poor levels of attendance which limited students' achievements, especially on GNVQ programmes.

Inspection arrangements

Art and design at Daventry Tertiary College was reinspected by one inspector in March 1995.

Inspection findings

Some of the weaknesses identified in the earlier inspection have been addressed. The appointment of a full-time teacher and of additional part-time teachers has strengthened staffing and broadened the range of expertise available to students. Advice from external sources has helped to raise staff awareness of the vocational aspects of art and design. The quality of teaching and methods of learning have been improved through the introduction of assignments to develop students' understanding of contextual research; the promotion of contextual research as part of the planning for the production of artefacts; the emphasis on time-management and self-evaluation in carrying out assignments; and the development of an integrated approach to teaching on the advanced GNVQ. Resources for computer-aided art and design have been improved by the provision of individual workstations. The college should continue to address: unsatisfactory levels of attendance and late arrival at classes; the failure to develop a programme of staff development on the delivery of vocational courses; and the staff team's lack of involvement in curriculum development. Students' learning should be further strengthened by introducing more groupwork and problem-solving activities, and by ensuring that all students acquire appropriate levels of competence in basic design.

Revised grade: art and design 3.

**GRANTHAM COLLEGE
EAST MIDLANDS REGION**

Reinspection of learning support: January 1995

Background

Grantham College was previously inspected between 13 September 1993 and 14 January 1994 and the findings of the inspection were recorded in college inspection report 16/94. Provision in learning support was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- the inadequate design of separate provision for students' needs during the next phase of their lives
- the lack of effective pre-vocational education in the design for living course
- the embryonic framework for the new directions course which consisted of a set of schemes of work unrelated to the aims of the course or the needs of students
- the failure to develop an up-to-date, effective policy for students with learning difficulties and/or disabilities, including targets that the college is committed to meet
- the lack of procedures to ensure that equal professional rigour is applied to the work of students with learning difficulties and/or disabilities as to any other area of work
- inadequate cross-college support for students with disabilities.

Inspection arrangements

Learning support at Grantham College was reinspected by two inspectors on 5 and 6 January 1995.

Inspection findings

Many of the weaknesses identified in the earlier inspection have been addressed. The separate provision has been significantly improved by the redesign of several elements. The design for living course is at an early stage of redevelopment. A review of the new directions course has led to the implementation of a new and improved curriculum framework. Some modifications are required to reflect the vocational element. The college's policy for students with learning difficulties and/or disabilities has been updated although it has yet to provide an effective framework for the development of provision for these students across the college. The provision for learning support has been brought into the college quality assurance system. Cross-college support for students with learning difficulties and/or disabilities has been developed further and systems for identifying support needs have been put in place.

Revised grade: learning support 3.

**HENDON COLLEGE
GREATER LONDON REGION**

Reinspection of hairdressing and beauty: January 1995

Background

Hendon College was previously inspected in January 1994 and the findings of the inspection were recorded in college inspection report 33/94. Provision in hairdressing and beauty was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- the limited approach to flexible forms of learning
- the failure to develop independent learning resources
- the inadequate internal verification procedures
- a lack of rigour and uniformity in recording students' progress
- the lack of integrated schemes of work to prevent repetition and the teaching of areas unnecessary for NVQ level 2
- the inadequate routes for progression to NVQ level 3
- the lack of effective marketing to increase the number of clients
- the failure to display students' work in salons/workrooms
- inadequate recording of the achievements of students with learning difficulties and/or disabilities
- the lack of accreditation for mature students who wish to achieve a formal qualification at level 2.

Inspection arrangements

Hairdressing and beauty provision at Hendon College was reinspected on 26 and 27 January 1995 by one inspector.

Inspection findings

The college has made significant progress in addressing the weaknesses identified in the previous inspection. The NVQ in hairdressing has been modularised, increasing the flexibility of provision. Work is well under way to modularise the beauty programmes. Good quality work packs and workbooks are being used in all areas of provision; some purchased, others produced by college staff. All full-time staff have been trained as assessors to appropriate TDLB standards. College internal verification systems are in place and undergoing further refinement. There is a comprehensive system for recording students' achievements, confirmed by reports from external verifiers. Integrated schemes of work are in place for NVQs. NVQ level 3 in beauty is available, and work is well under way to provide level 3 in hairdressing. A consortium of employers with the TEC's support is developing assessor training. Improvements in marketing have increased the client base; salons are open on Saturdays, and most sessions attract a sufficient number of clients. Students' work is on display, although some of it is not sufficiently relevant to study units. Some learning materials are in use at level 1 and staff are working with the disability support team to encourage participation. Hairdressing and beauty courses are now a part of the college's pilot programme for accrediting students' prior learning.

Revised grade: hairdressing and beauty 3.

**HENDON COLLEGE
GREATER LONDON REGION**

Reinspection of humanities: January 1995

Background

Hendon College was inspected during January 1994 and the findings of the inspection were recorded in college inspection report 33/94. Provision in GCSE/GCE humanities was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- students' achievements
- quality assurance
- resources.

Inspection arrangements

Humanities provision at Hendon College was reinspected by one inspector on 26 and 27 January 1995.

Inspection findings

The college has made significant progress in addressing the weaknesses identified in the previous inspection. There has been an improvement in students' examination achievements: the GCSE passes at grades A-C are up from 51 to 54 per cent; the GCE A level pass rate has risen from 48 to 54 per cent. The 75 per cent pass rate at grades A-C in GCSE sociology is above the national average and the GCE A level English pass rate has risen from 32 to 65 per cent. The quality of students' written work is satisfactory. The college has implemented several changes: the teaching of history has been reorganised; new staff have been appointed to teach psychology; GCSE media studies has been discontinued; the co-ordination of humanities subjects has been strengthened to include review and evaluation of courses; and a common system of schemes of work, and strategies for sharing skills common to GCE A level are being introduced. The entry criteria and arrangements for students' progression from year 1 to year 2 in GCE A level have been tightened. Diagnostic testing for students has been improved, and there are additional resources to assist students whose first language is not English. Language support is now available to whole classes and individual students. The college has introduced new strategies to improve attendance and punctuality and these are working effectively. The staff-development programme for humanities staff now includes the assessment of classroom performance. The college has appointed a senior manager with responsibility for quality assurance.

Revised grade: humanities 3.

HENDON COLLEGE
GREATER LONDON REGION

Reinspection of science and mathematics: January 1995

Background

Hendon College was previously inspected in January 1994 and the findings of the inspection were recorded in college inspection report 33/94. Provision in science and mathematics was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- a lack of support for students whose first language is not English
- poor retention rates on some courses
- poor examination results in GCSE and GCE courses
- limited approaches to teaching and the promotion of learning
- the timing of diagnostic testing after the start of courses
- underdeveloped assessment procedures and recording of progress
- high levels of student absence and lateness
- a lack of detailed information on examination results to support action plans
- the limited range and quantity of equipment for mathematics
- the unsatisfactory learning environment for mathematics.

Inspection arrangements

Science and mathematics provision at Hendon College was reinspected by two inspectors on 16 and 17 January 1995.

Inspection findings

The college has begun to address a number of the weaknesses identified in the earlier inspection. It has established a strategy for the support of students whose first language is not English. The quality of teaching and the promotion of learning has improved. Detailed information is now available on examination results and retention rates. Generally, improved resources for the section has led to satisfactory levels of equipment for mathematics, and the college has set up an adequately-equipped base room for mathematics. However, significant weaknesses remain. Retention rates are still poor. In some cases they are worse than they were at the time of the previous inspection, although this is partly a consequence of applying the more rigorous criteria for progression from year one at GCE A level. Examination results in some GCSE subjects and at GCE A level remain poor, particularly in GCE A level mathematics. Assessment procedures, including the recording of assessments, are better than they were, but tutors' written comments on students' work are often less than thorough. The college has instituted a new strategy to improve levels of attendance. Students' late arrival at classes remains an issue.

Revised grade: science and mathematics 4.

**COLLEGE OF NORTH EAST LONDON
GREATER LONDON REGION**

Reinspection of courses for students with learning difficulties and/or disabilities: March 1995

Background

The College of North East London was inspected in October 1994. The findings of the inspection were recorded in college inspection report 20/94. Specially designed courses for students with learning difficulties were judged to have weaknesses which outweighed the strengths. The main weaknesses were:

- a lack of accreditation
- poor systems of record keeping
- a lack of rigour in teaching and the promotion of learning
- some inappropriate teaching strategies
- inadequate management of the provision
- too few routes for progression into mainstream courses.

Inspection arrangements

The provision of specially designed courses for students with learning difficulties and/or disabilities was reinspected by one inspector on 1 and 2 March 1995.

Inspection findings

The weaknesses identified in the earlier inspection have been thoroughly addressed. Action taken by senior and middle management has resulted in the redesigning of courses for students with learning difficulties and/or disabilities. Students' achievements are now accredited externally. Much of the teaching is rigorous, and builds on higher expectations of achievement. The range of provision has been extended. Firm and effective management has succeeded in developing progression routes in all areas of the college's work. The formation of a network of additional learning support is helping to develop coherent cross-college provision. Documentation of students' assessment, progress and achievement is sound, and a range of artefacts, photographs and artwork demonstrates their accomplishments. Some of the teaching still fails to take effective account of the full range of ability in the class, and in some lessons students are not given enough opportunity to work by themselves, individually or in groups. The college should develop more alternatives to the printed word for students who cannot understand some of the materials used in lessons or the information provided in prospectuses and course documents.

Revised grade: courses for students with learning difficulties and/or disabilities 2.

**PENWITH COLLEGE
SOUTH WEST REGION**

Reinspection of courses for students with learning difficulties and/or disabilities: December 1994

Background

Penwith College was previously inspected between 2 and 4 November 1993 and the findings of the inspection were recorded in college inspection report 17/94. Provision for students with learning difficulties and/or disabilities was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- the weak overall course organisation and co-ordination
- the lack of team planning, monitoring, review and evaluation
- overall lack of rigour in the teaching
- students' poor timekeeping
- low expectations of students and work which was sometimes insufficiently challenging
- disorganised and inadequate course documentation
- poor organisation of, and planning for, work experience
- no systematic recording of students' individual learning difficulties
- teachers who were poorly briefed on students' histories.

Inspection arrangements

Provision for students with learning difficulties and/or disabilities at Penwith College was reinspected by one inspector on 8 and 9 December 1994.

Inspection findings

The college has devised an action plan to address the weaknesses identified in the earlier inspection and has made significant progress. The full-time provision has been restructured to create two courses. The college now offers formal accreditation of students' achievements. Teachers provide greater encouragement to, and opportunities for, students to contribute in class and relationships between staff and students are more positive. There are productive links with other providers of special education and with social services. Areas for further development include: internal assessment and measurement of the learning which has taken place; opportunities for students to take some responsibility for organising their own learning, to work on their own, and to co-operate with other students; the setting of more precise goals for individual students; and the expansion of the curriculum, especially for part-time students.

Revised grade: courses for students with learning difficulties and/or disabilities 3.

**SELBY COLLEGE
YORKSHIRE AND HUMBERSIDE REGION**

Reinspection of hairdressing and beauty: October 1994

Background

Selby College was previously inspected in two stages during October and November 1993 and the findings of the inspection were recorded in college inspection report 01/94. Provision in hairdressing and beauty was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- the narrow range of courses and the limited opportunities for student progression
- the unnecessarily slow pace of some of the teaching
- insufficient attention to the development of students' core skills
- low expectations of students
- some insufficiently challenging work for students
- inadequate reference to commercial practices
- failure to set deadlines for the completion of assignments
- hairdressing and beauty salons which were not up to commercial standards and which lacked a reception area
- insufficient staff development
- the poor-quality induction for students.

Inspection arrangements

Hairdressing and beauty provision at Selby College was reinspected by two inspectors on 6 October 1994.

Inspection findings

Many of the weaknesses identified in the earlier inspection have been addressed. Improved schemes of work and teaching plans have resulted in a greater variety of methods of teaching and learning. Teaching standards have been raised. Practical work is more challenging and related to current commercial practices. There are significant improvements in the physical resources. The beauty therapy salon has been redecorated and there is more up-to-date equipment. The college should continue to develop opportunities for students to acquire core skills and to use information technology. There is currently no opportunity for students within the college to progress to NVQ level 3 in hairdressing.

Revised grade: hairdressing and beauty 3.

STOURBRIDGE COLLEGE
WEST MIDLANDS REGION

Reinspection of mathematics: January 1995

Background

The mathematics provision at Stourbridge College was previously inspected in January 1994 and the findings of the inspection were recorded in college inspection report 42/94. Provision in mathematics was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- little use of practical work to illuminate principles
- no use of information technology to support the subject
- little use of the workshop as an integral part of learning
- the poor examination pass rates in some of the major courses
- failure to carry out effective monitoring and levels of student absence
- a heavy reliance upon part-time staff, making it difficult to build up an effective support team
- accommodation which failed to provide a sufficiently interesting environment for mathematics
- a lack of strategic thinking about the provision of mathematics.

Inspection arrangements

Mathematics provision at Stourbridge College was reinspected by one inspector on 16 and 17 January 1995.

Inspection findings

There have been significant improvements in the mathematics provision at the college. Many of the weaknesses identified by the previous inspection are being addressed. Mathematics now has a stronger identity within the college. The full-time staff, with less reliance on part-time staff, are working well together as a team. The new information technology facilities allow the use of alternative modes of delivery, although further software is required. The amount of practical work has been increased and made more directly relevant. The change in the GCE A level syllabus should bring benefits, and the increased enrolments on the International Baccalaureate are encouraging. The provision of courses for numberpower and those which lead to C&G and GCSE qualifications, when fully implemented, should enable students to improve their mathematical knowledge. The co-ordination of the GNVQ application of number provision is good, but there is a need for appropriate course material. Levels of attendance at GCSE workshop sessions and retention rates remain unsatisfactory. The 1994 examination results show a marginal improvement over 1993. The work started on course reviews and the value-added analysis of students' performance in examinations should continue. More information should be gathered on students' perceptions of the mathematics provision.

Revised grade: mathematics 3.

**TROWBRIDGE COLLEGE
SOUTH WEST REGION**

Reinspection of general education: February 1995

Background

Trowbridge College was previously inspected during November and December 1993 and the findings of the inspection were recorded in college inspection report 27/94. Provision in general education, comprising GCSE/GCE humanities and some business-related subjects, was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- some poor examination results
- low retention rates and a high level of absenteeism
- inconsistent co-ordination, programme management and planning
- limited opportunities for students to contribute in lessons.

Inspection arrangements

General education at Trowbridge College was reinspected by two inspectors on 14 and 16 February.

Inspection findings

Many of the weaknesses identified in the earlier inspection have been addressed. The full-time GCSE course is being offered only under exceptional circumstances and on an individual basis. The full-time GCE A level course, offered under a consortium arrangement with two local schools' sixth forms, has been withdrawn. The college is responding to the needs of a variety of GCE and GCSE students by providing different modes of attendance. A GCE A level programme co-ordinator with clearly-defined responsibilities for curriculum co-ordination and delivery has been appointed. A course tutor has been appointed to support the few remaining full-time GCSE students. Programme management is more rigorous and more direct attention is being given to quality development. Programme planning has improved and is more consistent. Flexibility of delivery and opportunities for students to study independently are being encouraged. Teachers are adopting a more structured approach to teaching and learning. Documentation on student enrolment is now clear and accessible. Part-time GCE A level students are allocated to a personal tutor and are well supported. There has been some improvement in GCE A level examination results; between 1993 and 1994 the average points score for each 16 to 18 year old candidate has risen almost two points (where grade A=10, E=2). The activities in many of the teaching sessions were lively and productive. A minority of sessions were less successful; for example, the teaching methods used with small classes were sometimes inappropriate. Attendance and retention rates have improved. Some of the intended improvements in planning and delivery are still being implemented.

Revised grade: general education 3.

TROWBRIDGE COLLEGE
SOUTH WEST REGION

Reinspection of science and mathematics: February 1995

Background

Trowbridge College was previously inspected during November and December 1993 and the findings of the inspection were recorded in college inspection report 27/94. Provision in science and mathematics was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- poor co-ordination of provision, especially in mathematics
- too little practical work in science
- some poor examination results and low retention rates
- poor accommodation and equipment for science.

Inspection arrangements

Science and mathematics provision at Trowbridge College was re-inspected by two inspectors on 14 and 15 February 1995.

Inspection findings

The weaknesses identified in the earlier inspection have been addressed. Provision is better managed. There is a cross-college co-ordinator for mathematics. Senior managers support the improvements and have made resources available. GCSE mathematics results have improved and students on vocational science courses and on short courses enjoy a high success rate. Pass rates on some GCSE and GCE A level science subjects and on GCE A level mathematics remain low, but the numbers taking the courses are small. A new information technology room and additional computers in science laboratories have resulted in improved access to, and better use of, information technology by students. However, mathematics students should be encouraged to increase their use of information technology. Science laboratories have been redecorated. There has been some improvement in science equipment, and practical sessions are being resourced to an adequate standard. Teaching strategies in science are generally good. Retention rates and levels of attendance figures are good for vocational courses and satisfactory for most GCSE and GCE A level subjects.

Revised grade: science and mathematics 3.

**WILBERFORCE COLLEGE
YORKSHIRE AND HUMBERSIDE REGION**

Reinspection of modern languages: March 1995

Background

Wilberforce College was previously inspected during March and April 1994. The findings of the inspection were recorded in college inspection report 63/94. Provision in modern languages was judged to have weaknesses which clearly outweighed the strengths. The main weaknesses were:

- gaps in the range of provision
- the lack of a detailed strategy to improve the poor examination results of recent years
- students' low levels of confidence and involvement
- teachers' low expectations of students in class, including the volume of work they required
- the failure to carry out a rigorous assessment of language skills on a regular basis
- insufficient use of marked work to enable students to learn from their mistakes
- the failure to evaluate students' progress adequately and to set targets for achievement.

Inspection arrangements

The college's modern language provision was reinspected on the 15 and 16 March 1995.

Inspection findings

The college has implemented an action plan to address these weaknesses and has made good progress in addressing them. It has increased the range of provision and introduced a greater variety of methods of teaching and learning. The level of students' involvement in lessons has been raised and teachers make greater demands on students in and out of class. Students' confidence and motivation have increased and there is a regular review of their individual progress. The college has introduced a rigorous assessment regime including a marking system which involves the students, and is fostering more independent study. The students value the improved organisation and structure of courses, and the regular feedback they are now receiving. Their levels of achievement are considerably greater than at the time of the earlier inspection. In a minority of classes, there was insufficient use of the language being studied. Some classes contained students with a variety of previous linguistic experience and the college should continue to develop learning materials which cater for students' differing needs.

Revised grade: modern languages 2.

GLOSSARY

BTEC	Business and Technology Education Council
C&G	City and Guilds of London Institute
GCE	General Certificate of Education
GCE A level	General Certificate of Education advanced level
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
NVQ	National Vocational Qualification
TEC	Training and Enterprise Council
TDLB	Training and Development Lead Body

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